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IDENTIFIERS

ABSTRACT These two curriculum demonstration projects on bilingual readiness in the earliest school years contain many similarities. Both were formed on the thesis that young children can and will learn a second language readily and that the urban classroom mixture of Spanish-speaking, English-speaking, and Negro-dialect speaking children can be capitalized on to further bilingual and intercultural development of all groups. The objectives of the projects were to (1) foster bilingual development in children at a prime readiness age (4 to 8), (2) promote positive attitudes among native English speakers toward the language and culture of other groups, and (3) enhance the self-concept and pride in heritage of children speaking Spanish while teaching them English. In both studies a Bilingual Specialist met with classes of Kindergarten and 1st grade children 15 to 20 minutes per day. Both English and Spanish were used during these periods. Much of curriculum activity involved listening to stories, story-telling, singing, dramatization, and game playing; however, Finocchiaro took a more group-oriented approach, whereas King's more individualized approach relied on the use of instrumentalization for repetitive reinforcement during the lesson and after the lesson as an aid to the teacher. The Reading Readiness program was also integrated into the King project. Both studies concurred in the conclusion that bilingual readiness can be developed at this age level. (BF)

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BILINGUAL READINESS IN EARLIEST SCHOOL YEARS
A Curriculum Demonstration Project

Part F - Mary Finocchiaro

Part K - Paul F. King

December 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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BILINGUAL READINESS IN EARLIEST SCHOOL YEARS
A Curriculum Demonstration Project

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Foreword	Herbert Schueler, President, Richmond College (Formerly Director of Teacher Education, Hunter College of the City University of New York)
Section F	Mary Finocchiaro, Project Co-Director
Section K	Paul E. King, Project Co-Director

Note: The contents of the separate reports will be found under each section.

FOREWORD

The two projects reported herein were initially planned as one and were funded by the United States Office of Education as one. That they are now reported as two separate and distinct projects with no ostensible relationship except in title and some rather interesting similarities in objectives and conclusions, merits some explanation.

When I was still Director of Teacher Education at Hunter College, Paul King, a pioneer in language laboratory work, came to Hunter College with an idea for a project in bilingualism for young children for which he was seeking institutional sponsorship. I was sufficiently impressed with his proposed plan to suggest that he and Professor Mary Finocchiaro of the College Staff, who had done work in this area, collaborate in preparing a detailed plan for a project to be submitted for funding to the U. S. Office of Education. Out of this collaboration and the suggestions of several members of the Department a well-conceived demonstration study evolved which was finally funded by the U. S. Office for a two year period September 1964-1966. The first year was to be devoted largely to the development of materials and methodology of processes of instruction and evaluation, their pilot administration, and the second to the carrying out of the project as refined and established during the first year. After several months of operation it gradually became apparent that several points of view were developing with relation to the underlying philosophy and operation of the Project. It is purposeless at this point to report the specific nature of these divergencies, except to say that they were sufficiently cogent and educationally significant to suggest the division of the project into two separate and distinct entities. This found immediate favor on all sides since it made possible the exploration of more than one approach while permitting the continuation of a study that was still considered at that time, and is still considered now in retrospect, to be eminently well-conceived and with great promise for further educational study and application. As a matter of fact, a reading of the two documents herein presented may lead to the realization that this kind of independent working out of essentially the same program with separate schools, teachers, and groups of children, has turned out to be a good idea on its own merit regardless of the situation that brought it into being. We have here something in the nature of a simultaneous replication that provides the opportunity for greater perspective and comparisons than would have been possible with the original plan.

A comparison of these reports yields significant similarities and differences. The similarities are largely in the area of objectives, curriculum, and conclusions claimed. It is understandable that there exist many similarities in the curriculum since both Professor Finocchiaro and Dr. King worked together with a Project Curriculum Committee from February 1964 through March 1965. The differences are largely in the specifics of materials and method. The basic thesis of both projects is two-fold:

1. that young children are cable of learning a second language readily, easily, and with great satisfaction and enjoyment, and
2. that the urban phenomenon of Spanish-speaking and English-speaking young children in the same classroom can be capitalized to further the bilingual and intercultural development of both groups.

Both the Finocchiaro and King sections of the study claim strong supportive evidence of these theses as a result of the experiences gained in their respective projects. It must be emphasized, however, that these claimed conclusions were not arrived at through empirical methods of controlled research. After all, these were demonstration projects and therefore the authors' support of success through the testimony of children, parents, staff members, and observers must be evaluated within the rationale, not of a controlled scientific research design, but of an exploratory curriculum development project. It will be the responsibility of other projects, conceived within a controlled scientific rationale, to begin where the Finocchiaro-King projects left off, and to test their conclusions empirically.

The methodological differences between the two projects, as a careful reading of the two reports will show, are not competitive, but rather complementary. For example, the reliance of the King project on instrumentation, and the more group-orientated methodology employed by the Finocchiaro project should not be judged as being competitive, or even mutually exclusive, but as two potentially compatible elements that may add equally to the establishment of a method of bilingual development for young children.

These two studies, taken separately and in concert, are not claimed to be definitive, but are to be considered as contributing measurably to the experience of fostering bilingual development and feelings of ego enhancement in children in disadvantaged areas of some of our large cities. It is hoped that they will spark additional replicative efforts in our large cities and set the stage for the necessary fundamental research on bilingualism and its relationship to the development of urban children that is yet to come. I am certain that if this stimulation will mark the publication of these studies, both Drs. Finocchiaro and King will be gratified with the results of their labors.

Herbert Schueler
President, Richmond College
of the City University of New York
February 24, 1967

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BILINGUAL READINESS IN EARLIEST SCHOOL YEARS
A Curriculum Demonstration Project

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BILINGUAL READINESS IN EARLIEST SCHOOL YEARS
A Curriculum Demonstration Project

Project No. D-107
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Mary Finocchiaro, Section F

December 1966

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HUNTER COLLEGE OF THE CITY UNIVERSITY
OF NEW YORK
New York, New York

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Miss Katz, Asst. Princ.
P.S. 191 Manhattan : Mrs. Rita Dawson
Mrs. Naomi Rossabi
Miss Sarah Golub
P.S. 145 Manhattan: Mr. Jose Vazquez, Auxiliary Teacher

Finally each member of the Project staff contributed his special skill to the total program. Each one a specialist in his field cooperated with the others to produce a program which emerged as an integrated whole. The staff meetings were notable for the free "give and take" of all suggestions and for the desire of the members for continuous evaluation and change where necessary. Each one, in his area, did a superb job.

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Mrs. Martha Acosta, Bilingual Teacher
Mr. Julio Andujar, Curriculum Specialist
Dr. Ruth Berken, Curriculum Specialist
Professor Ethel Berl, Psychologist
Miss Marta Celorie, Curriculum Writer
Mrs. Naomi Hill, Early Childhood Supervisor
Mrs. Jeanne Levie, Language Specialist
Mrs. Elena Paz, Music Specialist

Mrs. Frieda Becker and Mrs. Eileen Wholey performed graciously and competently the myriad secretarial chores connected with the Project.

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Mary Finocchiaro,
Professor of Education
Director, Section F

INTRODUCTION

Problem and Background

Three significant problems in the American social and political scene which, in our judgment, had not been given sufficient consideration in educational programs across the nation were at the root of our sponsorship of the Bilingual Readiness Project.

One problem was related to the increasingly dynamic role of the United States in world affairs and the resultant need for more Americans to learn foreign languages. The idea that the acquisition of one or more foreign languages was not merely a cultural adornment but a major psychological and political weapon had been gaining currency among our national leaders in the last decade.

While recognition of this need motivated some administrators to introduce foreign language programs in elementary schools in many areas of the United States, these were usually organized in the third and fourth grades for intellectually gifted children. Two drawbacks related to this policy need mention at this point.

First, the children admitted to the programs had generally been selected on the basis of intellectual giftedness as measured by standard intelligence tests. There is agreement that most of these are not culture free and, therefore, militate against children from disadvantaged areas.

Second, the third and fourth grade starting point deprived children of the benefit of learning a second language in its cultural context during some of the most productive years. Research studies have pointed conclusively and consistently to the fact that the optimum age for acquiring near native ability in and positive attitudes toward a second language and the people who speak it - even in a monolingual learning environment - is between the ages of four and ten.

The second problem which had been largely ignored or poorly handled has been that of the acculturation of the millions of Spanish speaking peoples living in the Southwest and those who have come to the continental United States in large numbers since about 1940. Despite our social philosophy deemphasizing the melting-pot concept, native Spanish-speaking children were generally being required in schools to function solely in the English language, often causing them to lose their sense of belonging and identity in the process.

Far from having been reduced, because of a generally growing social awareness, the traumatic experiences which the children of many native Spanish speaking families face, seem to have increased a hundredfold in the schools. While the reasons for this phenomenon would always have been of interest to sociologists and psychologists, statistics related to high delinquency and poor school achievement were compelling school systems to examine some of the causes more closely and to try to find solutions.

With only a few notable exceptions, nowhere in the reported solutions was there sufficient recognition of the possible advantages to Spanish speaking children of their retaining the Spanish language and culture. Nor was there an awareness of the possible contribution the Spanish-speaking community could make in solving the first problem mentioned above - that of helping Americans acquire a second language.

Efforts have generally been directed toward teaching native Spanish speaking children English and, in most cases, preventing them from using Spanish during the school day. These efforts ignored the fact that the children could have been given a feeling of success and status through the use of their native Spanish not only in programs for them but also in programs for continental Americans. This feeling of pride and success, observation has shown, carries over to their learning of English and other curriculum areas.

Another movement in the 1960s - that of guaranteeing that Negro children in schools have the same opportunities as other children - made us feel that it would be morally right and educationally sound to include a large percentage of Negro children in any project that we would undertake. Foreign language programs, as was noted above, have generally been offered only in classes for intellectually gifted children in elementary schools. Because of environmental and other factors which have been the subject of numerous research studies, in too few I.G.C. classes (classes for intellectually gifted children) have there been sizeable numbers of Negro children.

Over and above considerations related to language learning, we knew that desirable attitudes in children in a multi-cultural society were best fostered in early childhood before prejudices are felt by some and acquired by others. The desirable attitudes we hoped to foster included, primarily, positive self-images on the part of Negro and Puerto Rican children; a respect of other children for them; and a mutually accepting relationship among the children and parents of the three groups.

Review of Research

The Influence of Early Environment on The Development of 1) Language and 2) Positive Self-Image.

The relation between the social backgrounds of children raised in poverty and their later difficulties with the formal processes of language development undertaken by the school, has been intensively studied in recent years.

One of the most striking features of the lower class child's environment, in contrast to that of the middle class, is the poverty of linguistic stimulation. The child of a middle class family, and particularly the professional and executive, upper middle class family, lives in a world of words and concepts which he is constantly encouraged to use. At the earliest possible moment, his infant babbling is fondly infused with meaning, his initial attempts at language are rewarded and patiently corrected, and he is given a varied and stimulating environment to which he can respond linguistically.

Families at or below the poverty level provide a dramatically different environment for the child's language development. At a very basic level, there is considerably less opportunity to handle, recognize, and name objects at the early stage during which the child begins to differentiate the world around him. A simple catalog of the number and variety of things present in a poor household reveals its relative bareness as a stimulative environment for the child, not to speak of the absence of special toys for his use.

It is difficult to assess the significance of this barrenness, though there is general agreement that it is important. Recent laboratory studies of animals raised both in environments rich in object stimulation and in barren surroundings suggest that it is a factor of great importance. It has been pointed out that the homes of the early American pioneers were similarly lacking in object variety but, as Martin Deutsch argues, the pioneer child had a natural world of great complexity and interest around him, and, moreover, grew up to confront a rural social system rather than the complicated technical society children in urban areas must deal with. (1)

Perhaps more important than the simple lack of physical stimulation in the environment is the relative absence of communication with adults. The lower class generally is adult-oriented; the child's activities are expected to be kept separate from the adult's, and communication between the two is minimized. At the economic levels where survival becomes a matter of daily concern, children are to an even greater extent left to their own devices, and the tired and worried parents of large families may reduce communication efforts to a nod or a grunt or to sharp reprimands.

The tenuous contact with the adult is severely restricting on language development. The child gets only minimal help at the early stage of making linguistic sense out of the world around him, and at the stage of concept development, he lacks consistent adult help in the correction of normal childhood distortions.

These low communication levels have further consequences which emerge later when the child is confronted with the tasks normally set for him in the formal classroom, notably in poor memory habits and in inadequate use of language. In the middle class environment, the child is encouraged to remember largely through such adult stimulation as conversation about past events, or through consistent verbal reinforcement of past instructions. The result is, as Walter Loban points out, that "the low group says less, has more difficulty in saying it and has less vocabulary with which to express what it says." (7)

To the extent that adults do communicate with children, furthermore, both the style and content of the verbal interaction provides little encouragement for the kind of linguistic skills which later formal learning demands. When the parent is himself poorly educated, he is unlikely to encourage questions from the child, and thus seldom provides a model for him of the adult as a source of information or of concept development, much less of linguistic fluency and correctness.

"It is a standard American complaint that four-year-olds are forever asking, "Why this? Why that? Daddy, Mummy, tell me why." Not these children. They do not wonder why. Curiosity, the marvel of observing cause and effect, the joy of finding out -- which power the development of knowledge -- have laid no deep mark on their lives. How is a child to learn to wonder if those about him have not demonstrated wonder by asking questions and giving answers?" (3)

Nor is the general communicative climate of the crowded, urban, disadvantaged home conducive to the most basic condition for formal learning: attention to what is being said by an adult. The noise level is often very high, and Deutsch and others have speculated that in such a setting, the child is most likely to tune out speech as being merely an addition to the noise. What he is likely to learn, then, is a functional kind of inattention to verbal communication.

"Children whose out-of-school lives are surrounded by noises develop the ability to select what they will and will not hear; that is, they develop the ability to allow certain items to come to the level of consciousness, while others are ignored or relegated to oblivion or subconsciousness. Success in school life and in school work depends in part on their developing a new code of items to be weighed consciously. Frequently, for instance, they have learned not to hear the voice of the adult unless it represents a threat to security." (3)

Educators and researchers agree that these severely limited experiences cause gaps in the development of these children.

"The most apparent handicap to their progress in school is the absence of an adequate language with which to clarify ideas and to communicate with others at school. These children have little understanding of things, places, events and people commonly familiar to others entering school. They have vague knowledge of and little confidence in themselves and they do not mix well with others." (3)

The linguistic deprivations in the primary years have far reaching effects. Cognitive theory over the past several decades points increasingly to the crucial importance in the child's conceptual development of language as the codifier of meaning and as the vehicle for complex thinking. Indeed, there is some recent speculation by Piaget and others to the effect that if certain crucial processes in the sequential development of conceptual skills do not occur at the proper time in childhood there may be permanent impairment of higher conceptualizing functions.

Furthermore, research points to the fact that the present-time orientation of lower class life, enforced by its relative instability when compared with the middle class life situation, discourages the development of an effort-reward pattern consonant with the types of learning task which the school presents. Partly this may be a function of the lack of communication between parent and child discussed previously; surely, it is also due to the fact that the value of gratification-delay is not a part of the sub-culture itself, and parents do not deliberately set about shaping the behavior of their children to conform to a future-orientation. As an explanatory variable in the problem of improving language achievement among lower class children, it is in the view of some experts, at once the most important and the most difficult to overcome.

To this point, we have dealt with problems faced by all disadvantaged children of whatever ethnic background. In addition to those already mentioned, the native Spanish speaking children, unfamiliar with the English language when they enter school, face an added educational handicap. In this regard, a resolution concerning the education of bilingual children presented by the Southwest Council of Foreign Language Teachers in January, 1966, is of particular interest. Some paragraphs from the Resolution follow:

AND WHEREAS language deficiency, both in the mother tongue and in English, is one of the main causes of failure in school and of poverty afterward,

AND WHEREAS we know the importance of the mother tongue both as a medium for concept development and as a means of building confidence and security in children whose English is non-functional,

AND WHEREAS the early acquisition of literacy in the mother tongue is known to facilitate the learning of a second language,

AND WHEREAS our present educational policies, by preventing the full development of the bilingual child, squander language resources which are urgently needed by our Nation and which must be expensively replaced under the National Defense Education Act,

BE IT THEREFORE RESOLVED

THAT in the interest of our bilingual children and in the public interest a new policy regarding language education be widely adopted in bilingual areas, to wit:

That throughout the Southwest, wherever suitable conditions can be provided, schools plan a program of bilingual education in which non-English-speaking children can be given curriculum-wide instruction through the medium of their vernacular in the regular school day, especially in the pre-school and primary years,

That effectual instruction in and through the medium of English also be developed, based in the early stages on special techniques for teaching English as a second language,

That policies which prohibit the speaking of languages other than English on school premises be reviewed in light of new knowledge concerning the psychology of language and language learning,

That, recognizing the importance of the mother tongue as a symbol of an inherited culture and as an enrichment of our total culture, all bilingual citizens be encouraged to cultivate their ancestral language as well as the official language, English." (10)

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There is overwhelming evidence that the "disadvantaged" children both English and/or Spanish speaking - like others - want to learn and can learn. The school's task is to provide the environment and plan the educational experiences to enable them to progress happily and continuously.

"What a child learns in the early years of school - about himself, others, his world, and the ways of thinking and behaving - influences his attitudes toward school thereafter. Through the way he is treated, particularly by his teachers, he learns to think of himself as a person of importance or as one who is inferior." (3)

As Gans and others have pointed out, the learning goals set by teachers often not only do not make sense to the lower-class or linguistically handicapped child, but in some measure represent a demand to reject his own values, and through them, to reject the people who are important to him. (5)

The feelings of personal worth and the self-confidence which enable him to take active interest in school and to attack the problems he faces are largely reflections of an environment where he is understood and valued as a person as well as a learner. In this environment, the image he develops of himself generates power to move ahead rather than to retreat. (3)

Bilingualism: Its relation to Intelligence and to Learning; Its values.

Among reasons given by school administrators and educators for not encouraging the study of a second language in the elementary schools was that bilingualism might possibly hinder the development of children in their other school subjects. With relation to the Spanish speaking children, school authorities have in the past, discouraged the use of Spanish because they felt that this might conflict with their learning of English.

This theory does not take into account several factors:

1) important conceptual growth may take place in any language. The task of the teacher would then be simplified since she would merely have to add another symbol to an already familiar referent;
2) the development and use of one's native language may facilitate the learning of a second language; this would be especially true when both languages use the same system of writing and when they contain many cognate words;
3) bilingualism does not retard learning. With relation to this point several studies may be cited:

Lambert's and Peal's recent experiment arrived at the following conclusions:

"This study has found that bilinguals performed better than monolinguals on verbal and nonverbal intelligence tests. These results were not expected because they constitute a clear reversal of previously reported findings. How can we account for this difference in intelligence between the two groups? An attempt will be made here to integrate the explanations presented above into a description of the differences between the groups which may partially account for their differences in intellectual functioning.

"The picture that emerges of the French-English bilingual in Montreal is that of a youngster whose wider experiences in two cultures have given him advantages which a monolingual does not enjoy. Intellectually his experience with two language systems seems to have left him with a mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities, in the sense that the patterns of abilities developed by bilinguals were more heterogeneous. It is not possible to state from the present study whether the more intelligent child became bilingual or whether bilingualism aided his intellectual development, but there is no question about the fact that he is superior intellectually. In contrast, the monolingual appears to have a more unitary structure of intelligence which he must use for all types of intellectual tasks.

"Because of superior intelligence, these bilingual children are also further ahead in school than the monolinguals and they achieve significantly better than their classmates in English study, as would be expected, and in school work in general. Their superior achievement in school seems to be dependent on verbal facility. Those monolinguals who do poorly in their English study apparently fail to identify either with the English or the French cultural groups. In contrast, those monolinguals who do well in English, have closely identified themselves with both communities." (17)

Studies by Johnson, Flores and Ellison at the University of Illinois and that of Lopeto corroborate the finding that the addition of a foreign language to the elementary school curriculum not only does not retard children in their learning of other subject areas but may, in fact, help them in the development of vocabulary and reading comprehension. (15, 16)

Attitudes play a crucial role in learning as studies by such researchers as Wallace Lambert, Theodore Anderson, Joshua Fishman and Bruce Gaarder have pointed out. The teaching of the learner's native language results in his feeling of pride and success - powerful stimulants to further learning. Conversely, not teaching their language leads to despair and frustration.

Bruce Gaarder makes this point dramatically when he states, "The education of bilinguals is so grossly misdirected in our nation that uncounted thousands of our bilingual children have grown up completely illiterate in the mother tongue and often with a substandard command of English. The concern is not solely for the waste of a great linguistic resource. There is too often the loss of the speaker along with the language." (14)

This writer states as justification for teaching children foreign languages in a book with that title: (4)

"Today's pattern of mobility and migration often results in everyday contacts between groups having different native languages - contacts which would be immeasurably improved by the inclusion of the appropriate second language in the curriculum. Three advantages immediately come to mind. First, the integration of newcomers into a community would be accelerated if the children understood each other and could play together. Second, the problems that always beset the second generation of immigrant families would be mitigated if the children took pride in their parents' language and customs, which certainly would be the case if their language were offered in the school. Third, the children whose native language is not English could take an active part in helping their classmates learn the second language. Consider the feeling of status that the children would gain by being able to help their classmates - a feeling desperately needed by children who may have been uprooted from their environment."

The value of bilingualism to the non-English speaker - for instilling in him a feeling of self worth - is now generally recognized. As important is the fact that more and more public officials appreciate its value to native English speakers. Joshua Fishman, Director of the Language Resources Project, writes: (13)

"They are now more frequently viewed as commanding a gift, a rare commodity, a skill which has "suddenly" become a valuable asset for the country, and therefore, for themselves as individuals. As a result, there have been a number of recent efforts to study the distribution of this commodity and to consider ways of safeguarding it. The Language Resources Project itself may be viewed as one such effort; there have been a few others and there could be many more if it were fully and finally decided to pursue a consistent and effective policy of language maintenance, reinforcement and development. We urgently need high level concern with the formulation of such a policy in full awareness of its purpose, its costs and its risks."

Theodore Anderson's viewpoint embodying both the values of bilingualism to the native Spanish speakers and to the English learners of Spanish will be found at the end of part 3 of this section.

The Advantage of Early Foreign Language Learning

There is general agreement among educators that childhood is the best time for learning a foreign language. On the basis of wide reading, personal observation and experimentation, the writer of this section of the present report wrote in 1963:

"Childhood is the ideal period for acquiring a native or near-native pronunciation. Medical evidence, experimentation, and objective observation have proven conclusively that children learn foreign languages more quickly and more accurately (at least as far as pronunciation is concerned) than adolescents or adults because of the flexibility of their speech organs, their lack of the inhibitions that are typical of older persons learning a language, and their apparent physiological and psychological need to communicate with other children."

"To children, a new way of expressing themselves, particularly if it is associated with a normal class activity, presents no problem. Children make no attempt to analyze language as adolescents or adults do. They do not immediately compare what they hear or say in the new language to English. They experience no conflict because of similar or completely dissimilar language items in English. They do not look for difficulties."

"Childhood is the best time to acquire the beginnings of goodwill and intercultural understanding. Children are singularly free of prejudice, and enjoyable classroom or out-of-class experiences which familiarize them with the customs or mores of another country create lasting impressions. Concomitant outcomes of their language study are the appreciation of the basic oneness of all mankind and the realization that differences between peoples do not signify either superiority or inferiority."

"The current emphases on understanding and speaking the language and on developing cultural pluralism require new approaches, materials, and teaching skills. The teacher's major role in the new program (known as audio-lingual, audio-oral, or aural-oral) differs from the one he played when reading and writing skills were stressed. His major role today, particularly at the elementary level, is to engage pupils in pleasurable, varied practice so that their understanding and speaking - and later their reading and writing - of the authentic foreign language will be natural and habitual." (4)

The widely quoted experimentation and writings of Wilder Penfield, with relation to language development, served as one basis for the writer's statements. Penfield writes, "....for the purposes of learning languages, the human brain becomes progressively stiff and rigid after the age of nine." (9) In a later article, Penfield reinforced this premise by stating, "....the uncommitted cortex must be conditioned for speech in the first decade." (18)

Drs. Gesell and Ilg of the Gesell Institute of Child Development had given still another basis for this rationale. They write: "The present trend toward providing opportunities for second language learning in the early grades indicates a clearer recognition of the patterns and sequences of child development. The young child enjoys language experience. ....With favorable motivation, he is emotionally amenable to a second or even a third language..... The early linguistic experience may be forgotten, but the second language, spoken and enacted, will make the child aware of other peoples, broaden his outlook, and facilitate the intellectual acquisition of a second language at a later and higher level." (6)

Since language and the culture which it reflects are inseparable, the values which accrue to the language learner are far greater than the mere acquisition of another mode of communication, important as this is. Wesley Childers writes, "A foreign language gives the young child a better preparation for understanding the big world he lives in; it gives a third dimension, 'my world' to those of 'my family' and 'my country'. By immersing himself in the language and customs of a foreign people, a child begins unconsciously to identify himself with humanity in general." (12)

Wiley Parker's excellent discussion guide, "The National Interest and Foreign Languages" as well as numerous, documented statements issued by the Modern Language Association of America underscore the fact that a much longer period is required than the two or three years of study in secondary schools formerly accorded foreign languages. "It recognizes the fact that real proficiency in the use of a foreign language requires progressive learning over an extended period." (8)

This premise takes into consideration the currently accepted objectives of foreign language teaching - the learner's ability to understand and speak the second language as well as to read and write it. Formerly, the primary objective of language teaching had emphasized primarily the ability of the learner to read with ease and enjoyment.

Much of this research is too well known to require further documentation. In conslusion, it is pertinent to quote Theodore Anderson's words since they deal with several problems which underlay the Bilingual Readiness Project: (11)

"A carefully planned and executed program might be expected to yield ..... the following:
For English-speaking children:

1. A Spanish FLES program in grades one through six articulated with a continuing high-school program in grades seven through twelve and embracing altogether six levels of instruction.

2. Unusually favorable circumstances for learning Spanish because of the constant association with Spanish-speaking children.

3. A direct personal awareness of some of the cultural values held by the Spanish-speaking community.

4. With this direct knowledge, hopefully increased cross-cultural respect and appreciation.

For the Spanish-speaking children:

1. A better knowledge of English resulting from its recognition as a second language.

2. A better knowledge of Spanish resulting from its recognition as a mother tongue.

3. Increased confidence and better educational achievement resulting from tasks better adjusted to the learning capacity and readiness of the pupil.

4. A sense of being accepted and appreciated resulting in greater pride and fulfillment as an American.

Surely these are plus-values worth striving to achieve. The technical and psychological difficulties only increase the challenge and hence the sense of excitement. And I believe it is apparent that under such circumstances FLES could help conserve Spanish as an important national resource and would itself benefit from the increased significance of its educational role."

Purposes, Objectives and Hypotheses

Purposes

We sought to gain additional insights and information related to two major concerns in American education today: first, the need for teaching English and enhancing the self-concept of the millions of speakers of other languages and other dialects residing within the United States; second, the urgency of developing skills in using foreign languages among our native English speakers in order to meet our national and international responsibilities.

We hoped to demonstrate that both of these needs could be met concurrently within existing school organizations in multi-cultural and multilingual areas of the United States.

Objectives

1. To develop bilingual readiness in English-speaking and Spanish-speaking children.

2. To promote among native English speakers positive attitudes toward the language and culture of other groups.

3. To stimulate Spanish-speaking children toward comprehension of and communication in English as quickly as feasible.

4. To motivate English-speaking children to communicate in Spanish and to develop the skills needed to do so.

5. To enhance the self-concept of native Spanish speakers by helping them feel pride in their language and culture through the status given the Spanish language by its use as one of the vehicles of communication in their classrooms.

6. To foster the development of a positive self-image among Negroes as they participated in an experience - that of learning a foreign language - infrequently offered to Negro children in school situations in the past.

7. To utilize the natural pride in one's own cultural heritage and language as the springboard from which to make the transition to another culture and language.

8. To develop bilingualism and to enhance the self-concepts of English speaking groups - Negroes and others - and Spanish speaking groups - within the framework of the existing curriculum of the kindergarten and the first grade.

9. To make contributions to the growing professional literature on the effects of bilingual training on learning.

10. To develop an approach and methodology for an early childhood program in which two languages would be taught concurrently by one teacher.

11. To adapt existing materials and/or prepare new ones for use in the program.

12. To experiment with informal instruments of evaluation in order to measure children's growth in oral language development both in English and in Spanish.

13. To utilize techniques such as sociograms, flow charts and role playing to note changes in attitudes of the children to each other as well as the enhancement of self-concepts.

14. To bring about mutually accepting relationships among parents whose children would participate in the program. (We expected that the enthusiasm engendered by the program and the status given to Spanish speaking and Negro parents would stimulate the inception of additional school and community projects in which these and other parent groups could cooperate.)

15. To encourage school systems to initiate foreign language programs in primary grades.

16. To make colleges and state certification boards increasingly aware of the value of developing a high degree of competence in a foreign language among prospective teachers who would thus be better prepared to serve as teachers in similar bilingual programs.

Hypotheses

Among the hypotheses made were the following:

With relation to the Negro children:

1. A positive self-concept would result from their being included in an activity - learning a foreign language in elementary school - from which many had been barred in the past.

2. A feeling of self-worth would derive from the fact that they would often be called upon to explain something in English to their Spanish speaking classmates.

3. The positive self-image would affect the way in which they would relate to other school learning experiences.

4. Some dialectal problems would be reduced or completely erased - a possibility at this learning level - as standard English was stressed in giving the equivalent words, expressions or sentence patterns for the Spanish being learned.

5. The children would not feel they were being singled out to learn a new dialect since everyone in the class would be learning it.

With relation to all children from a disadvantaged environment:

6. Conceptualization and language development would result from the numerous activities we would plan for listening to stories, songs, poems, finger plays and for participating in many pleasurable and meaningful activities.

7. Reinforcement, retention and wider use of language would come not only from the fact that the same material would be presented and practiced in two languages - Spanish and English - but also from the fact that the centers of interest used in the Program - and thus the areas of vocabulary - would be those of the regular early childhood program.

8. The need for learning how to listen would be met as the children tried to grasp the meaning of well-loved stories and songs in two languages; as they were asked to echo many words and sentences which recurred in stories; as they engaged in many dramatizations, language chain drills and guessing games where their response depended on listening to the teacher's or other children's cues.

With relation to native Spanish speaking children:

9. The resentment toward their parents who, many sometimes felt, were at the root of their feeling "different" in the school where only English was spoken and used, would be lessened.

10. They would acquire a feeling of status and self-respect when they found that their "different" language was a vehicle of communication in their class.

11. Their self-concept would be enhanced as they were asked to teach a song or a dance, start a Spanish language chain drill or explain or act out a language concept.

12. Their learning of English would be facilitated and accelerated as they were given two symbols concurrently - English and Spanish - for basic concepts.

13. They would make greater efforts to learn and use English as they received the approbation of their English-speaking classmates to whom they were helping teach Spanish.

14. Prejudices relating to their presence in the classroom or community would be reduced or eliminated as other groups realized that their native language and culture were valuable enough to be taught to others.

15. Their presence in the classroom, making the teaching of Spanish possible, would be considered an asset and not the handicap many teachers and community members had thought it. (This was due in great part to the fact that when non-English speaking native Spanish speakers are placed in classes with other children, the teacher is forced to spend part of the school day giving them special English instruction. Some felt this was time "taken from" the other children.

With relation to native English speakers:

16. They would be capable of learning a foreign language - with some individual differences depending on native ability.

17. They would acquire a native or near native pronunciation.

18. They would learn to appreciate the cultures of other children.

METHOD

Selection of Schools

1. Two schools were selected for section F of the Bilingual Readiness Project. Both were in areas of population transition; that is, in areas (hitherto predominantly English speaking white) in which significant numbers of Negroes and native Spanish speakers now lived. One school was in a poverty area, most of the children coming from a low-income housing project; the other in a so-called "middle class" community.

2. Six classes were used in each school over the two-year period: three kindergarten and three first grade. Wherever possible, during the second year of the study, the children who had been in the kindergarten classes continued in the bilingual program in first year classes; three new kindergarten classes were selected in order to try out the experimental material which had been edited and refined during its first year of use. (The two-year continuous program was not always possible because of the high incidence of mobility in the population).

Selection of Children

1. The composition of the classes was as follows: one third Negro children, one third native Spanish speakers, one third others. There were 24 children in each class. Because of the mobility mentioned

above, it was not always possible to maintain this proportion.

2. The children were selected on a random basis. The classes were not organized according to any criteria such as native ability; oral expression, etc. (It is interesting to note that five of the children had some physical or speech impairment due to brain damage at birth.)

Time Schedules

1. The program was implemented in one school in the morning and in the second school in the afternoon since six classes - three kindergarten and three first grade - in the two schools, which were about three miles apart, could not be included during any one session.

2. The Bilingual Lesson - of between 15 and 20 minutes duration - was scheduled at a time when, it was thought, children's attention would be at the highest possible level. (Children of this age still have a very short attention span.) Periods directly after gym or between difficult activities were found not to be advantageous. The period after morning or afternoon snack time was found to be a good one.

3. The Bilingual Teacher remained in each school the entire morning or afternoon. This enabled her to note any effect of the lesson on the children in their regular classes; to confer with the classroom teachers about the correlation of curriculum and materials; or to work with individual Spanish speaking children who needed special guidance.

Project Personnel and Their Roles

The Staff of the Bilingual program consisted of the Director, the Bilingual Teacher, a Psychologist, a Curriculum Specialist, a Curriculum Writer, a Music Specialist, a Language Specialist and a part-time Secretary. The New York City Supervisor of the Early Childhood Program acted in an advisory capacity and attended all staff meetings. All project personnel was expected to attend all staff meetings and to contribute to this Final Report.

1. The Bilingual Teacher -

a. met with six classes in two schools five times a week, about fifteen minutes per day.

b. prepared daily lesson plans based on the material supplied by other staff members; e.g., Curriculum Writer, Language or Music Specialist.

c. made daily notations on the curriculum program to serve in future revision.

d. assisted in the preparation of school-wide programs, culminating activities, FLES conferences, and community meetings.

e. conferred with parents, teachers and school personnel as needed.

f. gathered props with assistance of Curriculum Writer.

2. The Curriculum Specialist -

a. met with classroom teachers involved in the Program for the purpose of orienting them to its goals and objectives.

b. evaluated curriculum content.

c. assisted in the training of the Bilingual Teacher.

d. served as a liaison with the schools and the district superintendent.

e. helped in the setting up and selection of classes for the second year of the program.

3. The Psychologist -

a. observed the children during the Bilingual class and often during regular class periods.

b. prepared sociograms and flow charts (with the assistance of the Curriculum Specialist).

c. sought and evaluated parent and teacher reaction.

d. prepared anecdotal records for several children.

4. The Curriculum Writer -

a. helped prepare over-all curriculum materials (unit themes or centers of interest; stories, songs; games and activities under each theme).

b. refined materials based on staff evaluation and teacher feedback.

c. selected and procured necessary props.

d. wrote original stories (where deemed necessary) and adapted, simplified or translated these from the English.

e. revised curriculum materials after the first year.

5. The Music Specialist -

a. prepared, adapted or revised songs and rhythm activities based on the themes (and vocabulary) of the various units.

b. evaluated curriculum content with emphasis on musical activities.

c. observed the Bilingual Program one day a week (with special focus on the songs and rhythm activities) and prepared a report on each visit.

6. The Language Specialist -

a. assisted in the initial and end year testing of all the children.

b. evaluated the curriculum with emphasis on its linguistic content.

c. observed the Bilingual Program one day a week and wrote reports about the children's reaction to the curriculum content.

d. helped to draft this Final Report.

7. The New York City Supervisor of the Early Childhood Program -

a. assisted in the orientation of classroom teachers.

b. acted as liaison with the Early Childhood Division of the New York City Board of Education.

c. contributed suggestions correlating the Bilingual Project Program activities with those of the Early Childhood Program.

The Curriculum Design

1. Since this was a nationally sponsored Project and one which we felt could be extended to other areas containing similar population groups, curriculum bulletins and children's textbooks from many sources outside of New York City were studied for themes, activities and methodology.

2. The themes and centers of interest around which experiences and activities in the program were centered were those recommended for the early childhood program. The materials were selected from among those already used by the Early Childhood teachers. In addition, extensive use was made of audio-visual materials related specifically to the culture of Spanish speakers.

3. Stories and songs were used extensively. These were of English or Spanish origin, translated and/or simplified for use with five and six year olds. Some stories and songs, about the circus, for example, were written by a curriculum specialist or by the music specialist. The stories selected were those with which children could identify and which contained repetitive motifs leading to extensive listening to and repetition of basic patterns of language and vocabulary which are known to be of high frequency.

4. A theme or center of interest was generally of two to three weeks duration except for special holiday units (Hallowe'en, Thanksgiving, Election Day) which were presented on one or two days only.

5. Both target languages, English and Spanish, were used in the classroom. Spanish, however, was the language of communication about 60 percent or more of the bilingual class time. We had two major reasons for concentrating on Spanish: 1) We knew that children would hear English for the remainder of the school day; 2) The attention to Spanish would enhance the self-concepts of the Spanish speakers as they helped their classmates learn the new language.

Methodology

1. The introduction to a language learning experience such as listening to stories, dramatizing stories or dialogues, singing, engaging in finger plays or games was either in Spanish or in English depending upon the origin of the material and the supporting audio-visual materials available for associating concept and sound.

2. Provision, however, was made for subsequent emphasis in both Spanish and English of the story, song, poem, etc., which had been introduced in either of the target languages.

3. A conscious effort was made to re-enter and keep alive in later units all language items which had been previously introduced. A cumulative chart was maintained of all language items and expressions which had been used, with specific notations re 1) the unit theme in which they had first been presented; 2) the extent to which they had either been made part of the children's active vocabulary at that time or remained recognitional items; that is, understood by the children in listening experiences.

4. The same story was told and dramatized in Spanish (primarily) and in English, five or six times within a unit. Each telling was dramatized and clarified with real objects, giant picture books or loose pictures.

5. With each story re-enactment - on succeeding days - children were expected to make different responses.
    a. The first time, they would listen attentively as the teacher told the story with the use of real or pictorial material;
    b. The second time, they would imitate the teacher's gestures or rhythmic movements at appropriate points in the story;
    c. The third time, they would be asked to repeat in chorus (at the teacher's signal) expressions which recurred several times in the story.
    d. The fourth time, individual children would be expected to answer simple questions, asked in Spanish or in English, in either language;

e. Next, the children would be expected to dramatize the story, saying several words or expressions.
f. Subsequent dramatizations by the children of the story required longer sustained use of language.

6. Procedure five above may require further clarification:
   a. Generally, children were permitted to respond in Spanish or in English to questions which the teacher asked in either target language. Occasionally, however, the bilingual specialist indicated that she desired a response in one or the other language.
   b. Generally, the native Spanish speaking children were called upon to take roles in the first few dramatizations of the Spanish stories. This procedure served three purposes:
      1) their self-image was enhanced;
      2) the English speaking children had more opportunities of listening to authentic native Spanish.
      3) the English speaking children heard the foreign language spoken by voices other than the teacher's.

7. All presentations were live by the teacher. It was felt that the use of tape recorders for the initial presentation would not permit the children to concentrate their entire attention on the teacher's gestures and on the supporting visual materials. Tape recorders and phonograph records were used occasionally for sound effects with the initial presentation. They were used also to accompany dances or choral singing.

8. Puppets were used extensively. They enabled the teacher to take more than one role in dramatizing a story. They also provided the anonymity some children need initially when speaking their own language or a foreign language.

9. Techniques generally used by foreign language teachers in upper level classes were tried. We included numerous repetitions of important language items through chain drills, questions and answers, directed practice and language games.

10. Many materials with high sensory appeal were used, with frequent opportunities for children to handle and manipulate them, to smell them or taste them.

11. Only basic items were reinforced through repetitive practice. Some items, e.g. a seal (una foca) used in the zoo and circus units, were not reintroduced in later themes.

12. The use of large muscles and the need for movement was provided for in many games and dances.

The Preparation of Instructional Materials

The preparation of the daily lesson plan used by the Bilingual Teacher included several steps and involved teachers, the curriculum coordinator, language specialist and music writer assigned to the Project, and the director.

1. All the themes of the Early Childhood Program were listed.

2. We discussed with the teachers those they planned to use during that school year.

3. We decided on twelve major themes for each year.

4. We looked for English or Spanish stories within each theme and translated or adapted them.

5. We found or prepared appropriate songs, dances and finger plays for each theme.

6. We decided on the language items for special emphasis.

7. We gathered or made the materials (puppets, pictures, real objects, records, etc.).

8. We divided the entire unit into weekly units.

9. We indicated for each fifteen minute period the possible review activities (familiar songs, stories or playlets) and the new material (a new concept, story, language item, song, dance, etc.) to be introduced within the current theme or center of interest.

10. We asked the Bilingual Teacher to prepare detailed daily lesson plans.

11. We asked the Bilingual Teacher to indicate, after presenting the lesson, whether the content was too extensive, insufficient, too mature, etc.

12. We re-evaluated and revised each unit.

Teacher Orientation and Participation

1. Several meetings were held with the regular classroom teachers to explain the aims of the program; to get the benefit of their observations and their reaction; to ensure that the bilingual lesson would become an integral part of the children's school day. Incidentally, the classroom teacher remained in the room throughout the lesson.

2. The Bilingual Specialist and other staff members assigned to the Project met frequently with the teachers to discuss points of correlation between the regular and the bilingual programs. Themes stories, songs, dances and instructional materials were discussed and shared in order to reinforce concepts and language expression and to create the idea of unity and continuity in the minds of the children.

3. Teachers were urged to refer during the day to the Spanish lesson by leading the children to sing the songs, engaging them in dances or asking them how they would say in Spanish, items learned during the bilingual lesson.

Evaluation

Several techniques were used to measure the effectiveness of the program:

1. During the first year, the Bilingual Teacher was observed each day during every period. An observation form had been prepared and was filled out each time. During the second year, frequent observations were made by the curriculum and music specialists who also served as observers. The observers were asked to note the ability of the children to follow directions; to repeat Spanish or English based on the teacher's model; to respond in Spanish or English to stimuli in Spanish or English. They were also asked to observe the length and growth of the children's attention span; the interaction among children; the carry-over of the climate of the bilingual classroom to the regular classrooms.

2. Sociograms and flow charts were used to evaluate attitudes of the children to each other and to the teacher. They were used also to indicate the children's development in oral expression in either target language.

3. The Project observers as well as members of the school staff talked to parents and community leaders to seek their reaction.

4. The Project staff met with teachers and administrators to discuss their observations and findings with relation to the effect of the Project on the children partaking in the Bilingual Program; on other children in the school; on other teachers; on parents of the children involved;and on other parents.

5. Children were tested individually at the end of each year of the experiment. They were tested in both target languages - English and Spanish - in comprehension and production.

6. The members of the Bilingual Staff were asked to submit their evaluations of the Program with emphasis on their area of specialization and on its relation to the overall Project objectives. Their general evaluation was also eagerly sought. The Director asked them to use the following guidelines:

   1. The Development of Bilingualism

      a. Was it achieved? To what extent? If not, why not?

      b. How did classroom organization and curriculum (including materials and techniques) affect its attainment?

      c. What role did the classroom teacher play?

      d. What aspect of the program (with regard to bilingualism) should be modified in future studies?

   2. The Development of Desirable Attitudes

      a. How were the children of the three groups involved in the study given status and thus an improved self-image? (e.g., Classroom organization; child participation; curriculum; etc.) If this was not done, how could it have been done?

      b. How did parents react? What attitudes were noted in parent relations? (Positive; negative)

      c. What attitudes in children did you observe or hear about?

      d. How could the Project in its organization and implementation have been modified to achieve this goal to a greater extent?

Additional Notes Related to Curriculum Design and Development

Since the Bilingual Readiness Project was concerned primarily with curriculum demonstration, it may be desirable to go more deeply into several facets of the curriculum design so that readers of this Report and other researchers may acquire additional insight into a few of the principles from which some of our practices evolved.

The brief outline of METHOD above does not reflect the vast amount of thought, planning and revision that went into the preparation of Program content. (Samples of units and stories will be found in Appendix B.)

Flexibility of Design

The Program was a flexible one in every respect. There was continued observation and evaluation by all members of the Bilingual Staff and changes based on these were made frequently in content and approach. In addition, the Bilingual Teacher was encouraged to change the plan for the day at any time she considered such a change feasible; i.e., when some activity in the school made other kinds of language "discussion" more appropriate or when a program change, which may have caused restlessness on the part of the children, suggested that singing and dancing for the entire lesson would constitute a more legitimate activity than listening to a new story.

Where bilingual songs (those with equivalent words) did not exist these were prepared by the Music Specialist. When problems of rhythm or language equivalents made even especially prepared bilingual songs unfeasible, existing songs were introduced in the two languages based on the same theme; e.g., Mi Granja (My Farm) and Old MacDonald Had a Farm. Songs and dances were not only those of Puerto Rico. Their source was the whole world of Latin-American countries so that the native Spanish speakers - children and parents - could take pride in the wide extension of their Spanish heritage.

A spiral approach was used in the introduction of the centers of interest. We knew that, with careful planning of activities, as children grew in maturity and experience, they would gain the ability to talk about the same situation or activity in more complex speech patterns using a more extensive vocabulary. Thus many themes that had been introduced in the kindergarten, were re-introduced in the first year. The language patterns and concepts taught were more complex and of a greater variety. Adjectives and adverbs were introduced more freely in this second stage. Children were encouraged to make alternate responses and to indicate (in either language) what a picture, a gesture or a story suggested to them.

Some Guiding Principles in Second Language Learning

The same flexibility - but within carefully established guidelines - characterized the procedures and techniques included in the curriculum and recommended to the Bilingual Teacher. The rationale for these procedures was that commonly agreed upon by foreign language specialists. This statement may be of particular interest today because of the possibility, expressed by some specialists, of using "foreign language" techniques in helping English speaking learners make the transition from a substandard form of English to standard English.

Some of the principles which were translated into practice included:

1. Effective teaching of a foreign language results from careful planning

which includes a multiplicity of approaches and a wide selection of language producing activities.

2. Learning a language means forming new habits through intensive practice in listening and speaking.

3. The primary emphasis is always on oral language in actual use.

4. Learning a new way of expressing oneself when associated with normal class activity presents less of a problem to children.

5. Language is practiced in everyday situations with which children can identify. The children themselves, their environment and their experience should be the starting point for any lesson.

6. New patterns of language are introduced and practiced with vocabulary children already know.

7. Habitual or spontaneous use of the most common language patterns is more important than the acquisition of an extended vocabulary at the beginning stage.

8. Frequent review and re-entry of the same material in appropriate, everyday situations is necessary for retention.

9. Very little new material is introduced in any lesson.

10. Motivation and incentive are necessary for successful performance. The environment and activities of the language classroom should provide the children with the activities which will stimulate their desire to listen to and speak the language. Among language activities in which the children are engaged are: listening to and carrying out directions; listening to and making statements; listening to and answering questions; listening to cues and giving answers; making inferences from several cues (as in guessing games).

Procedures and Techniques

The techniques advocated were also those used in foreign language classes. For example:

1. In each 15 minute language period, in addition to the "warm up" in which the Bilingual Teacher reviewed familiar songs, stories, playlets, she introduced something new - a new concept; new audio-visual material for reinforcing a familiar concept; new language items; or new ways of using previously taught language items within the context of the current theme or center of interest. The lesson closed with familiar material again; a rhythm play, dance or song. (A list of activities will be found in Appendix A.)

2. Wide use was made of brief conversations or dialogues containing words and phrases of high frequency which we hoped would become part of the children's active vocabulary. The dialogues were repeated again and again. Often patterns from one dialogue were used in different, appropriate contexts and situations. These conversations between teacher and children and, more often between one child and another, helped the children develop insight into the use of the same language in more than one situation.

   While in the early stage language expression by the children consisted of rote repetition or an echo of utterances such as ¿Cómo te llamas? Me llamo - ¿Cómo estás? Estoy bien, gracias, etc., later stages called for more involved language patterns and for a free response or choice by the children: ¿Qué tiempo hace? ¿Qué día es hoy? ¿De qué color es _______?

3. Initial presentation of new material was always "live". The children listened to the teacher as she told a story, sang a song, or acted out a dance. As was noted above, meaning was facilitated through the use of giant picture books, pictures, real objects, toys, puppets and gestures. A conscious effort was made to choose stories and pictures with which children of minority groups could identify and which would give them status in the eyes of their peers. Sometimes, a summary of a story or song was given in English prior to the story-telling or singing in Spanish. When necessary, an English equivalent of a word or expression was given.

4. In "free" response activities children were seldom told, "Say it in English" or "Say it in Spanish". They were permitted - indeed encouraged - to respond in either language.

5. Spanish speaking children acted as "informants" when Spanish was the language being emphasized; English speaking children, when English was being emphasized.

6. Activities that encouraged the highest degree of interaction among the children were engaged in. Children chose their own partners for games and dances; children exchanged toys and other objects with other children. It is important to underscore the fact that the use of language (Spanish or English) always accompanied these activities.

7. While songs, dances and games were an important aspect of the program, generally no more than one song or game or dance was introduced in one week. Children seemed to prefer to review familiar ones. As noted above, review of songs and dances was written into every lesson plan in the "warm-up", review or summary steps.

Materials, Songs and Games

The use of special materials made the development of language skills a pleasurable activity to which the children looked forward with eagerness and enthusiasm. These materials or "props" were used to introduce and reinforce language items and concepts to be taught. Many of them were easily available in the Early Childhood classrooms: a dollhouse, miniature furniture, toy telephones, toy stores (grocery, fruit, clothing) musical instruments and the myriad other items which are generally used at the Early Childhood level. The Bilingual Teacher used the guitar to accompany the songs and dances. (See Appendix for a complete list.)

Some of the material used was real; some was miniature; some were toys. A most effective prop was the toy telephone which the children used to call each other and to engage in a conversation. Since the toy telephones had been introduced in an all Spanish activity, all the "conversations" with them were in Spanish.

Pictures were also valuable and effective. Pictures and props were used interchangeably to create interest and provide variety. Giant Picture Books were used to introduce the stories. These were generally based on well-known children's stories, simplified to eliminate unnecessary language. The large, simple action pictures usually obviated any need for explanation or "translation" since in preparing the picture books and writing (or adapting) the stories) a direct association between the picture and the accompanying language pattern had been made.

Puppets were another exciting means for language practice. They were sometimes just a girl and a boy puppet or most often, a character from a Giant Book such as "Muffin". When these were first used in dramatizations, the Bilingual Teacher took both roles. Then one child was chosen to assume one of the roles while the Bilingual Teacher took the other. Finally, when the children felt secure with the language patterns needed, two children would manipulate the puppets and engage in the conversation taught. The children considered these puppets "old friends". In fact, when the Bilingual Teacher planned to bring in a new storybook character puppet, she would say, "Tomorrow I'm going to bring you a 'new friend'."

Songs, of course, were an essential part of every language period. They were used to open the language lesson and to say goodbye for the day; to introduce a new theme; to practice language items, or at times, just for fun and enjoyment in a shared activity. Songs were taught both in Spanish and English. As was previously stated, where bilingual songs did not exist in music publishers' works, either special songs were prepared or songs were introduced in the two languages which were based on the same theme; i.e. - "This is the Way We Wash Our Clothes" and

"Los Quehaceres de la Casa". (A list of songs will be found in the Appendix, C.)

The playing of games was another technique used by the Bilingual teacher to foster enthusiasm and to reinforce learning. The games used by the Early Childhood teachers were those used by the Language Teacher as well. They provided interest and variety to the lesson; they increased the children's understanding of the second language; they induced the children to produce the new language. An excellent example of a game children loved and responded to is "Simon Says" or "Simón dice". "Touch your head" or "Tócate la cabeza".

"What's missing?" or "¿Qué falta?" is another game that was used for enjoyment and reinforcement of vocabulary and language patterns. It was varied to practice different vocabulary areas - clothing, classroom objects, fruits, etc.

The games were played quickly between other activities to hold the interest of the children and, at the same time, to provide the physical activity necessary to children or a change of pace in the lesson. All games were played both in Spanish and English thus enabling the two language groups to practice language.

Reading Readiness

No attempt was made in the Program to introduce "formal" reading. There were planned, however, systematic activities which generally ready children for "textbook" reading.

The reading of stories by the teacher; the picture books whose pages they turned and whose pop-up characters they touched; the dramatization of incidents from the stories; surely stimulated the children to read.

The heightened perception of forms (squares, circles), shapes, textures, size, qualities and colors as well as the conceptualization in two languages were designed to facilitate comprehension.

Children were given many opportunities to understand and to talk about happenings sequentially as they were asked questions such as "And then what happened?" or as they were asked to place pictures of events in the order in which they had occurred in the story.

Moreover, the children saw and reacted to many printed words. They wore name tags; they said the date in Spanish and saw the Bilingual Teacher write it at the board; they looked at calendars and told what day it was; they saw the titles of story books and decided which one they wanted to hear again; they identified signs of toys or animals in their toy stores, zoo or circus.

RESULTS

The results reported hereunder are based on data from a testing program administered at the end of the project; from sociograms and from observations made by trained observers.

The informal tests - specially designed for the program - concentrated primarily on ascertaining the knowledge of Spanish gained by the native English speakers. This emphasis was based on two factors: 1) Spanish was used approximately 65 percent of the time during the bilingual lesson; 2) It would be less than honest to ascribe the growth of English skills in native Spanish speakers solely to the bilingual program since the rest of their school day - approximately three hours - was conducted in English.

Since our original selection of schools and children was based on ethnic and socio-economic distribution, tables showing these are given below in order to make clear the divisions within the test results:

I

Table of Distribution of Children (in Section F of the Project)

N = 129

	No.	Pct.
Negro	48	37.2
Spanish Speaking	52	40.3
Others	29	22.5

II

Table of Distribution of Children according to Socio-economic Level

N = 129

		Negro		Sp. Sp.		Others	
	Total No.	No.	Pct.	No.	Pct.	No.	Pct.
Low Socio-economic	65	31	47.7	27	41.5	7	10.8
Middle Class	64	17	26.6	25	39.0	22	34.4

Test Results

a. Pronunciation Development

I

Quality of Spanish Pronunciation of Native English Speakers

N = 77

	Negro - 48		Others - 29	
	No.	Pct.	No.	Pct.
Near Native	10	20.9	8	27.6
Fair - Good	27	56.2	15	51.7
Poor	11	22.9	6	20.7

II
Quality of English Pronunciation for Native Spanish Speakers
N = 52

	No.	Pct.
Near Native	17	32.7
Fair - Good	17	32.7
Poor	18	34.6

III
Quality of Spanish Pronunciation of Native English Speakers according to Socio-economic Level
N = 77

		Near Native		Fair to Good		Poor	
	Total No.	No.	Pct.	No.	Pct.	No.	Pct.
Middle Class	39	11	28.2	22	56.5	6	15.3
Low Socio-economic	38	8	21.1	18	47.3	12	31.6

IV
Quality of Spanish Pronunciation of Native English Speakers at the end of two years.

A
Middle Class Area
N = 22

	Near Native		Fair to Good		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.
Negroes	2	33.3	4	66.6	0	0
Others	4	25	9	56.3	3	18.7

Quality of Spanish Pronunciation of Native English Speakers at the end of two years.

B
Low Socio-economic Area
N = 12

	Near Native		Fair to Good		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.
Negroes	3	27.3	6	54.6	2	18.1
Others	0	0	1	100	0	0

V

Quality of Spanish Pronunciation of Native English Learners at the end of one year. (Children who entered Kindergarten during the second year of the Project.)

A

Middle Class Area

N = 17

	Near Native		Fair to Good		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.
Negroes	2	18.2	7	63.6	2	18.2
Others	2	33.3	3	50	1	16.7

B

Low Socio-Economic Area

N = 26

	Near Native		Fair to Good		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.
Negroes	2	10.0	10	50.0	8	40.0
Others	2	33.3	2	33.3	2	33.3

b. Growth of Oral Expression

VI

Linguistic Participation at the end of the Project of All Children

N = 129

	No.	Pct.
Excellent	64	49.6
Fair - Good	26	20.2
Poor	39	30.2

VII

Oral Free Responses of All Children at the end of the Project.

N = 129

	No.	Pct.
Sustained	59	45.8
One Word	31	24.0
Echo only	39	30.2

c. Eleven native English-speaking children who had not been in the Kindergarten Bilingual Program, were placed in the first year class in the school in the middle-class community with children who had had one year of instruction. They tested as follows at the end of the Project:

Negroes 1 child - near native pronunciation and superior participation.
2 children - good pronunciation and participation

Others 2 children - near native pronunciation and superior participation
4 children - good pronunciation and participation
2 children - poor pronunciation

A Sociometric Study -
(A sampling from the school in the low socio-economic area.)

During the Bilingual Lesson

a. In responding to the request by the Bilingual Teacher to give a toy to a friend:
   1. A white boy gave it to a Puerto Rican.
   2. A Negro girl gave it to a Puerto Rican girl.

b. In choosing partners for singing:
   1. A Negro boy chose a white boy.
   2. A Puerto Rican girl chose a Negro boy.
   3. A white boy chose a white girl.

c. In selecting classmates to follow them in a game, the choices were as follows:
   1. A Negro boy chose a white boy.
   2. A white girl chose a white girl.
   3. A Puerto Rican boy chose a Negro girl.

d. In a "follow the train" activity:
   1. A white girl chose a Puerto Rican boy.
   2. The Puerto Rican boy chose a Negro boy.
   3. A Negro boy chose a Puerto Rican girl.
   4. A Puerto Rican girl chose a white girl.

During The Regular Classroom Activities

1. Work-play periods (self-selection)
   a. Shared Classroom Chores (Housekeeping)
      2 Puerto Ricans; 1 white; 1 Negro
   b. Block-building
      1 Negro; 1 White; 2 Puerto Rican
   c. Playing with the firehouse
      2 Negro; 1 White; 1 Puerto Rican

2. Visits to the Science Corner
   1 Negro and 1 Puerto Rican
   2 Puerto Rican
   1 White and 2 Puerto Rican

3. Snack Period - Table Companions
   2 Negroes, 2 Puerto Ricans
   3 White, 1 Negro
   1 White, 1 Puerto Rican, 2 Negroes
   2 Puerto Rican, 1 Negro, 1 White

4. Partners in line (self-selection)
   Negro - White
   Puerto Rican - White
   Puerto Rican - Puerto Rican
   White - White
   White - Negro
   Negro - Negro

DISCUSSION OF RESULTS

Although it had been planned to maintain an equal distribution of children of the three ethnic backgrounds in the Project, the mobility of the population and the frequent pupil turnover made this virtually impossible. During the first year, "drop-outs" were not replaced by other children because we had hoped to report achievements of children who had spent either two full years or one full year in the Program.

As is the pattern in urban areas, there were more white children in the "middle class" school than in the school in the low socio-economic area. This school received children primarily from a city-sponsored low cost housing project.

It is interesting to note that the achievement of the native English-speaking children is generally rather evenly distributed over a normal learning curve. Eighteen children of a total of seventy-seven have acquired near-native pronunciation; forty-two fair to good, and seventeen poor.

In these designations, the children rated "fair to good" were considered those who made a few phonemic errors and were not fluent in their responses. Those rated poor made numerous phonemic errors and carried over an English intonation pattern to their speech production in the second language.

The acquisition of a near-native pronunciation is not automatic in children. Of a total of seventy-seven, only eighteen acquired a near-native pronunciation, in imitation of the Bilingual Teacher who was a native Spanish speaker.

A similar learning curve is not found in the learning of English by the native Spanish speaker. Several factors may be operative: There was a wide variation in the length of time the children had been in the Continental United States; some of them came from bilingual homes; they heard and learned English intensively for the remainder of the school day.

The results corroborate the research on the influence of early linguistic deprivation on the language development of children. The poorer results in the second or foreign language obtained in the low socio-economic areas, stemmed from several facts: 1) the children had a paucity of concepts and little vocabulary to express even the familiar concepts; 2) they had difficulty in expressing themselves in their own language; 3) their attention span was very short; 4) they did not know how to listen; 5) they did not interact, in the beginning, with their peers or with the teacher.

No appreciable difference is found in the ability of Negro children to learn a second language as compared to others within the same socio-economic level.

Although generalizations have been made and can be made about differences due to socio-economic factors, it is important to remember that particular cognitive and learning patterns attributed to children of one class may be present in individual children within the other class. This will be apparent from a study of the Tables above.

Several other findings of the Project which are not immediately obvious from the Tables above are of interest:

There were present among the hundred and twenty-nine children five who had suffered some brain injury at birth. At this level, there was no evidence of any difference in their ability to learn a second language.

The quality of participation of children in the Project depended to a great extent on the enthusiasm of the regular classroom teacher toward the Project and on her own rapport with the children. The children sensed and reacted to the "approbation" of the teacher.

There was consensus among the classroom teachers that there existed a high degree of correlation between the child's ability to acquire oral fluency in the foreign language and his general intelligence. They based this conviction on their observation of and their work with the children during the entire school day.

Bilingual children who had denied all knowledge of Spanish to the regular classroom teacher prior to their participation in the Project were now eager to act as "native informants".

English-speaking children actively sought out Spanish-speaking children to help them with Spanish songs, dances, or a role in a play.

The "opened-up" communication among the children - initiated in many instances during the Bilingual Lesson - was carried over into the remainder of the school day.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introductory Remarks

Although an attempt has been made to divide the material in this section of the Report under categories indicated in the INTRODUCTION, it is obvious that overlapping will occur. For example, in discussing conclusions or implications under foreign language learning, it must be borne in mind that the children learning the foreign language may or may not be disadvantaged. The non-English speaker is linguistically handicapped and therefore may be considered disadvantaged from that point of view. On the other hand, he may come from a socio-economic level which would not generally be considered "disadvantaged". The truly bilingual child (one who speaks English and Spanish) would be in a most favorable position linguistically but might still be considered disadvantaged if he comes from a low socio-economic background.

The entire question of helping children gain an enhanced self-image, particularly with relation to disadvantaged children of Spanish speaking origin, may, of necessity, fall under any one of the three categories. For the sake of organization, however, conclusions will be placed under thos primarily related to 1) Disadvantaged Children; 2) Bilingualism; 3) Second or Foreign Language Learning.

The material in this Section is based not only on the results of tests and socio-metric devices but also on classroom observation by trained observers; on conferences with the regular classroom teachers and other school personnel (e.g., the guidance counselor, the Puerto Rican auxiliary teacher, the coordinator of the program for non-English speakers and the supervisors); and on conferences with parents and community leaders of the three groups of children involved in the Study.

Conclusions
Related to Disadvantaged Children

1. Our study corroborates the research on the need for enriched, conceptual development and increased oral expression in these children. The achievement of children from low socio-economic areas was generally lower than that from more advantaged homes. Differences in achievement, however, were found in individual cases in children from favored and less favored areas.

2. The attention span of children gradually increased so that by the end of the year or two spent in the Bilingual Program, they were able to

participate attentively and actively in the more formal aspects of language learning.

3. The use of some "dialect" forms spoken by English speaking Negroes was reduced as standard forms were learned and practiced as equivalents of the Spanish.

4. The ability to learn a second language at this stage is no more affected by brain damage than is the ability to participate in any other curriculum area.

5. All children acquired the increasing ability to relate with comfort and ease to the other members of a multi-cultural and multi-lingual classroom.

6. Prejudices toward peers because they were different were reduced or disappeared. For example, children who had made fun of Spanish speakers because "They don't speak English" now actively sought them out to sing with them or to "role play".

7. The presence of Spanish speakers in the community was now considered an asset since it had brought about the initiation of the project. This had not always been the case.

8. The parents - Negro, Spanish-speaking and others - were highly enthusiastic about the status their children had acquired through their participation in the Project. This was particularly true of the Negro parents.

9. Puerto Rican parents expressed their pleasure that children were now learning "standard Spanish" and not the "dialect" that some used at home.

10. Spanish-speaking parents were gratified that their children now showed pride in the fact that Spanish was spoken at home. They sensed their children's feeling of self-worth and status resulting not only from the fact that their language - Spanish - was being taught in the classroom but also from the fact that they played an important role in the Bilingual lesson.

11. The morale of the entire school was enhanced not only because of the factors described above but also because the school had been selected for an experiment which provided enrichment and status. Many persons from various areas of the United States and from abroad visited the Project schools.

Related to Various Facets of Bilingualism

1. Bilingual children who had previously denied all knowledge of Spanish to the regular teacher were eager to act as interpreters.

2. English speaking children actively sought out Spanish-speaking children to help them with Spanish songs, dances or their role in a play. The Spanish speaker, as a resource for learning, was now recognized by the native English speakers (children and parents).

3. Bilingual readiness can be developed at this age level. After some time in the program, many learners were able to answer and participate in either target language.

4. The development of concepts and associated vocabulary in two languages strengthened and facilitated their acquisition. No confusion was apparent as the children shifted easily from one language to the other.

5. The learning of a second language in no way interfered with the acquisition of skills and knowledge in any other curriculum area. In fact, the enriched conceptual development and concomitant oral expression in the Bilingual Lesson fostered freer oral expression in the regular classroom period. The children's oral expression increased as they retold a story and redated their day's activities with the bilingual teacher, to their regular teacher or to their family.

6. The "opened-up" communication of the native Spanish speakers in the bilingual class was carried over into the regular classes.

Related to Second or Foreign Language Learning

1. All children at this level are able to learn a second language, although individual differences are as apparent in the acquisition of this skill as in any other. (It must be remembered that formal reading and writing were not introduced nor was "grammar analyzed" in the Program.)

2. Some English speaking children can acquire near native pronunciation in a second language almost immediately. Others seem to need a longer period of time.

3. Language skills are not acquired automatically by children. Only those items were learned which were reintered and practiced numerous times in a variety of situations over an extended period of time.

4. Formal foreign language learning techniques are not only enjoyed by children but they are also indispensable in the acquisition of

listening and speaking skills. These include repetition and pattern drills, question and answer chains, dialogue memorization and dramatization, and the continuous practice of formulas related to identification, greetings, weather, age etc.

5. There appears to be a high degree of correlation between the ability to learn a second language and the child's native ability. (It must be remembered, however, that current research underscores the fact that an impoverished linguistic background retards or masks a child's native ability.)

6. An average period of about a month was necessary for some children who had not had the program in the Kindergarten to "catch up" to their peers in the first year classes.

Implications

The acquisition of increasing skill and ability in the use of language is a prime necessity in the complex, urban world in which children are living today. So too is the ability to relate, with comfort and ease, to the varied members of our multi-cultural society. Schools can aid children in developing linguistic competency and personal social adjustment, through an enriched curriculum. An understanding of the inter-relationship of attitude and language is fundamental to the planning and implementation of such a curriculum which will meet these basic needs.

The curriculum should be replete with experiences which permit children to interact; to listen and react to a variety of media; to speak to their peers, their teachers and family members; to know how to respond to varied situations because they have gotten meaning from the situation - linguistic or non-linguistic.

Many materials with high sensory appeal should be used with frequent opportunities for children to handle and manipulate them. This is necessary to enable children not only to get initial insight into concepts but also to strengthen them. Furthermore, in order to overcome the effect of the impoverishment of some homes, imaginative responses should be stimulated through puppetry, dramatics, role playing, music, art and rhythmic activities.

The growth of concepts should be furthered by helping children develop a sense of sequence and continuity. Many stories, songs, finger plays and games leading to heightened perception of the role of sequence in understanding and being understood should be part of the curriculum.

Important too is the rediscovery of language through the presentation and/or repetition of known materials in new situations or through new media. (A list of activities and materials which were found particularly appropriate in meeting the dual needs stated above are included in the Appendix).

The importance of a teacher who herself can serve as a model for both English and Spanish cannot be overstated if the children are to acquire a native or near native English and Spanish pronunciation - at this level when they are most ready to do so. This places the responsibility on teacher-training institutions to prepare teachers who are bilingual and who, in addition, possess insight into the needs of children of different cultures and socio-economic backgrounds.

Our results indicate that there is no reason to exclude any child from a program designed to teach a second language. All are capable of learning another language - at different rates, it is true.

Since language is the central core of any culture, the learning of the language inevitably carries with it a deeper understanding of the speakers of that language.

Communities which include numbers of native speakers of other languages should organize school programs in which their language is studied. While our focus was on Spanish because of the large numbers of Spanish speaking families in New York City, similar bilingual programs should be developed with other appropriate languages such as French, Italian, Chinese, German or Polish.

In addition to bilingual programs, exhibits of folk art, assembly programs, community meetings which will stress the cultural heritage of the "minority" group should be sponsored if a mutual accepting relationship among the various members of the community is to be promoted.

At the same time that schools enable Spanish speaking children to get into the mainstream of American school and community life, through study of the English language and culture, they should help them retain their sense of identity with their native language and culture. Not only will the preservation of their language and culture give these children a feeling of pride and self-worth but it will serve as a tremendous potential resource for our nation in its desire to develop other language skills and cultural insights in native English speakers.

In trying to attract teachers to schools in disadvantaged areas, school systems should encourage the inclusion of enriching projects such as this one. The increased rapport among the parents' groups, the greater cooperation between school and community as well as the enriched oral development of the children cannot help but result in the school's becoming a more attractive place in which to teach.

With relation to many existing foreign language programs in elementary schools, the implications of our Study are clear: 1) The teacher should have a native or near native pronunciation; 2) Provision should be made for the continuous re-entry and review of those items of the language which children are expected to react to and produce habitually and spontaneously. 3) Pattern practice drills, designed for children of this age level should be included in the program. 4) Songs, games and dances should, of course, not be neglected but they should not be used to the exclusion of practice drills, story telling, dramatizations and other successful foreign language approaches and techniques.

Recommendations

As the Study proceeded, it became evident that further experimentation in this field would be highly beneficial. Some of the questions which either remained unanswered or called for more controlled investigation include:

1. When the language program is discontinued and the FLES program is not introduced until the third or fourth year, if at all, how much of the phonological, syntactical or lexical aspects of Spanish will the children maintain?
2. Since there exists an educational movement to eliminate I.Q. tests for children, can observation of children and their achievement in a second language give us some clues as to their native intelligence?
3. What is the degree of correlation at this age of second language learning and native intelligence?
4. What is the degree of transfer to other curriculum areas of the aptitudes developed in a bilingual program at this level?
5. If programs of this kind are not offered, is the opportunity being lost of developing certain general aptitudes which should be acquired through language learning at this level of maturation?
6. How long does it take a child of five to understand and produce language, or to learn x number of words and patterns as compared to a child of ten or to one of fourteen? (The entire gamut of skills and abilities needed in foreign language learning should be subjected to comparative studies of this type).
7. Do children lose the positive attitudes toward themselves and others when language study is discontinued? When does this take place? What intervening experiences have the children had?

This entire question is of such concern in the United States that studies of behavioral changes through school and community programs demand intensive experimentation.

SUMMARY

Curriculum Demonstration Project

Title: Bilingual Readiness During Earliest School Years (Section F)

Investigator: Mary Finocchiaro (Section F)

Institution: Hunter College of the City University of New York

Project number: D-107

Duration: February 1964 to June 1966

BACKGROUND

We sought to gain additional insights and information related to two major concerns in American education today: first, the need for teaching English and enhancing the self-concept of the millions of speakers of other languages and other dialects residing within the United States; second, the urgency of developing skills in using foreign languages among our native English speakers in order to meet our national and international responsibilities.

We hoped to demonstrate that both of these needs could be met concurrently within the existing school organization.

OBJECTIVES

1. To develop bilingual readiness in English-speaking and Spanish speaking children.
2. To promote among native English speakers positive attitudes toward the language and culture of other groups.
3. To stimulate Spanish speaking children toward comprehension of and communication in English as quickly as feasible.

4. To motivate English speaking children to communicate in Spanish and to develop the skills needed to do so.
5. To enhance the self-concept of native Spanish speakers by helping them feel pride in their language and culture through the status given the Spanish language by its use as one of the vehicles of communication in their classrooms.
6. To foster the development of a positive self-image among Negroes as they participated in an experience infrequently offered to Negro children in the past in school situations
7. To utilize the natural pride in one's own cultural heritage and language as the springboard from which to make the transition to another culture and language.
8. To develop bilingualism and to enhance self-concepts of all groups within the framework of the existing curriculum of the kindergarten and the first grade.
9. To make contributions to the growing professional literature on the effects of bilingual training on learning.
10. To develop an approach and methodology for an early childhood program in which two languages would be taught concurrently by one teacher.
11. To adapt existing materials and/or prepare new ones for use in the program.
12. To experiment with informal instruments of evaluation in order to measure children's growth in oral language development both in English and in Spanish.
13. To utilize techniques such as sociograms, flow charts and role playing to note changes in attitudes or the enhancement of self-concepts.
14. To bring about mutually accepting relationships among parents whose children would participate in the program. (We expected that the enthusiasm engendered

by the program and the status given to Spanish speaking and Negro parents would stimulate the inception of additional school and community projects in which these and other parent groups could cooperate.)

15. To encourage school systems to initiate foreign language programs in primary grades.
16. To make colleges and state certification boards increasingly aware of the value of developing a high degree of competence in a foreign language among prospective teachers who would thus be better prepared to serve as teachers in similar bilingual programs.

PROCEDURE

Selection of Schools

1. Two schools were selected for the project. Both were in areas of population transition; that is, in areas in which significant numbers of Negroes and native Spanish-speakers had moved -- areas which heretofore had been predominantly white, English speaking. One school is in a poverty area, most of the children coming from a low-income housing project; the other, in a "middle class" neighborhood.
2. Six classes were used in each school: three kindergarten and three first grade. During the second year of the Study, the children who had been in the kindergarten classes continued in the bilingual program in first year classes; three new kindergarten classes were selected in order to try out the experimental material which had been edited and refined during its first year of use.

Selection of Children

1. The composition of the classes was as follows: one third negro children, one

third native Spanish speakers, one third others. There were twenty-four children in each class.

2. The children were selected on a random basis. The classes were not organized according to any criteria such as native ability; oral language expression, etc. (It is interesting to note that five of the children had some physical or speech impairment due to brain damage at birth.)
3. Informal tests were administered individually upon admission to the program. Spanish speaking children were tested both in Spanish and in English. The tests were given only to enable us to measure the children's growth in language comprehension and production at the end of the bilingual experience. They were not used to exclude any child from the program.

The Teachers' Role

1. A bilingual teacher (a native Spanish speaker) met with each class five times a week, fifteen minutes per day.
2. The regular classroom teacher remained in the room during the bilingual lesson.

The Curriculum

1. The themes and centers of interest around which experiences and activities in the program were centered were those recommended for the regular early childhood program. The materials were selected from among those already used by the Early Childhood teachers. In addition, extensive use was made of audio-visual materials related specifically to the culture of Spanish speakers.
2. Stories and songs were of English or Spanish origin, translated and/or simplified for use with five and six year olds. Some stories and songs, about the circus for example, were written by a curriculum specialist or by the music specialist. The stories selected were those with which children could identify and which contained repetitive motifs leading to extensive

listening to and repetition of basic patterns of language.

3. A theme or center of interest was generally of two to three weeks duration except for special holiday units (Hallowe'en, Thanksgiving, Election Day).

4. Both target languages, English and Spanish, were used in the classroom. Spanish, however, was the language of communication about sixty percent or more of the bilingual class time. We had two major reasons for concentrating on Spanish: 1) We knew that children would hear English for the remainder of the school day; 2) The attention to Spanish would enhance the self-concepts of the Spanish speakers as they helped their classmates learn the new language.

Methodology

1. The introduction to a language learning experience such as listening to stories, dramatizing stories or dialogues, singing, engaging in finger plays or games was either in Spanish or in English depending upon the origin of the material and the supporting audio-visual materials available for associating concept and sound.

2. Provision, however, was made for subsequent emphasis in both Spanish and English of the story, song, poem, etc. which had been introduced in either of the target languages.

3. A conscious effort was made to re-enter and keep alive in later units all language items which had been previously introduced. A cumulative chart was maintained of all language items and expressions which had been used, with specific notations re 1) the unit theme in which they had first been presented; 2) the extent to which they had either been made part of the children's active vocabulary at that time or remained recognitional items; that is, understood by the children in listening experiences.

4. The same story was told and dramatized in Spanish (primarily) and in English, five or six times within a unit. Each telling was dramatized and clarified with real objects, giant picture books or loose pictures. These were varied sufficiently to provide interest but not to the extent that the bond we were trying to create between concept and sound of words - in Spanish or in English - would be weakened.

5. With each story re-enactment on succeeding days children were expected to make different responses.
   a. The first time, they would listen attentively as the teacher told the story with the use of real or pictorial material.
   b. The second time, they would imitate the teacher's gestures or rhythmic movements at appropriate points in the story;
   c. The third time, they would be asked to repeat in chorus (at the teacher's signal) expressions which recurred several times in the story.
   d. The fourth time, individual children would be expected to answer simple questions asked in Spanish or in English in either language.
   e. Next, the children would be expected to dramatize the story saying several words or expressions.
   f. Subsequent dramatizations by the children of the story required longer sustained use of language.

6. Procedure five above may require further clarification:
   a. Generally, children were permitted to respond in Spanish or in English to questions which the teacher asked in either target language. Occasionally, however, the bilingual specialist indicated that she desired a response in one or the other language.

b. Generally, the native Spanish speaking children were called upon to take roles in the first few dramatizations of the Spanish stories. This procedure served three purposes:

   1) their self-image was enhanced; 2) the English speaking children had more opportunities of listening to authentic native Spanish; 3) the English speaking children heard the foreign language spoken by voices other than the teacher's.

7. All presentations were live by the teacher. It was felt that the use of tape recorders for the initial presentation would not permit the children to concentrate their entire attention on the teacher's gestures and on the supporting visual materials.
8. Tape recorders and phonograph records were used occasionally for sound effects with the initial presentation. They were used also to accompany dances or choral singing.
9. Puppets were used extensively. They enabled the teacher to take more than one role in dramatizing a story. They also provided the anonymity some children need initially when speaking their own language or a foreign language.
10. Techniques generally used by foreign language teachers in upper level classes were tried. We included numerous repetitions of important language items through chain drills, questions and answers, directed practice and language games.
11. Only basic items were reinforced through repetitive practice. Some items, e.g., a seal (una foca) used in the zoo and circus units, were not reintroduced in later themes.

Teacher Orientation and Participation

1. Several meetings were held with the regular classroom teachers to explain the aims of the program; to get the benefit of their observations and their reaction; to ensure that the bilingual lesson would become an integral part of the children's school day.
2. The Bilingual Specialist and other staff members assigned to the Project met frequently with the teachers to discuss points of correlation between the regular and the bilingual programs. Themes, stories, songs, dances and instructional materials were discussed and shared in order to reinforce concepts and language expression and to create the idea of unity and continuity in the minds of the children.
3. Teachers were urged to refer during the day to the Spanish lesson by leading the children to sing the songs, engaging them in dances or asking them how they would say in Spanish items learned during the bilingual lesson.

The Preparation of Instructional Materials

1. The preparation of the daily lesson plan used by the Bilingual Teacher included several steps and involved teachers, the curriculum coordinator, language specialist and music writer assigned to the project and the director.
    a. We listed all the themes of the Early Childhood Program.
    b. We discussed with the teachers those they planned to use during that school year.
    c. We decided on twelve major themes for each year.
    d. We looked for English or Spanish stories within each theme and translated or adapted them.
    e. We found or prepared appropriate songs, dances and finger plays for each theme.

f. We decided on the language items for special emphasis.

g. We gathered or made the materials (puppets, pictures, real objects, records, etc.)

h. We divided the entire unit into weekly units.

i. We indicated for each fifteen minute period the possible review activities (familiar songs, stories or playlets) and the new material (a new concept, story, language item, song, dance, etc.) to be introduced within the current theme or center of interest.

j. We asked the bilingual teacher to prepare detailed daily lesson plans.

k. We asked the bilingual teacher to indicate, after presenting the lesson, whether the content was too extensive, insufficient, too mature, etc.

l. We re-evaluated and revised each unit.

Evaluation

1. Several techniques were used. During the first year, the bilingual teacher was observed each day during every period. An observation form had been prepared and was filled out each time. During the second year, frequent observations were made by the curriculum and music specialists who also served as observers. The observers were asked to note the ability of the children to follow directions, to repeat Spanish or English based on the teacher's model, to respond in Spanish or English to stimuli in Spanish or English. They were also asked to observe the length and growth of the children's span; the interaction among children; the carry over of the climate of the bilingual classroom to the regular classrooms.

Sociograms and flow charts were used to evaluate attitudes of the children to each other; and to the teacher. They were used also to indicate the oral expression of the children in either target language.

The Project observers as well as members of the school staff talked to parents and community leaders to seek their reaction.

The Project staff met with teachers and administrators to discuss their findings with relation to the effect of the Project on the children in the bilingual classes, other children in the school, other teachers, parents of the children involved and other parents.

Children were tested individually at the end of each year of the experiment. They were tested in English and in Spanish, in comprehension and production.

RESULTS AND CONCLUSIONS

These are based on data culled from a testing program at the end of the Project; from sociograms; from observations made by trained observers and from anecdotal records of frequently scheduled talks with teachers and parents.

The informal tests specially designed for the program concentrated primarily on ascertaining the knowledge of Spanish gained by native English speakers. This emphasis resulted from two factors: 1) Spanish was used about 65 percent of the time during the bilingual lesson; 2) It would be impossible to ascribe the growth of English skills in native Spanish speakers to the bilingual program since the rest of their school day - approximately three hours - was conducted in English.

Test Results

1. Of the 129 children in the Project (Section F) 48 were Negro; 52 were Spanish speaking; 29 were others.

2. 65 children came from a low socio-economic area; 64, from a middle class environment.

3. Of the 77 native English speaking children, 18 (10 Negro, 8 other) developed a near native Spanish pronunciation; 42 (27 Negro, 15 other) had a fair to good pronunciation; 17 (11 Negro and 6 other) had a poor pronunciation.

4. Of the 52 Spanish speakers, 17 developed a near native English pronunciation; 17, a fair to good pronunciation; 18 still spoke with a pronounced Spanish accent after two years.

5. The differences among English speaking children from low socio-economic and middle class environments were as follows:

N--77

	Total	Near Native	Fair-Good	Poor
Middle Class	39	11	22	6
Low Socio-Eco.	38	8	18	12

6. Linguistic participation of all children was rated as follows:
64, excellent; 26, fair to good; 39, poor.

7. Ratings in oral free responses of children were as follows:
Sustained, 59; one word, 31; echo, 39.

8. No difference was noted in the performance of the brain damaged children.

9. English speaking children admitted to the first grade without previous Kindergarten experience achieved as follows:
3 children near native pronunciation and superior participation;
6 children: good pronunciation and participation;
2 children: poor pronunciation and participation.

3. Additional conclusions based on observations and interviews:

a. Foreign language learning is not automatic in children. Those items were learned which were reentered and practiced numerous times.

b. The ability to learn a second language was not affected by brain damage.

c. The children's oral expression in English increased as the children retold a story, played games– e or told about their day's activities with the Bilingual Teacher.

d. Participation of the children depended to a great extent on the enthusiasm of the regular classroom teacher. When she learned the songs and dances and dramatized dialogues with the Bilingual Teacher and when she referred to the Spanish lesson during the school day, concepts were reinforced and children felt less inhibited in talking and responding. The children sensed and reacted to the "approbation" of the regular teacher.

e. There was consensus among the classroom teachers that there exists a high correlation between the child's ability to acquire oral fluency in the foreign language and his general intelligence as observed during the school day. (New York City no longer administers formal tests of intelligence.)

f. An average period of about a month was necessary for children who had not had the program in the Kindergarten to "catch up" to their peers in the first year classes.

g. Bilingual children who had previously denied all knowledge of Spanish to the regular teacher were eager to act as interpreters.

h. English speaking children actively sought out Spanish speaking children to help them with Spanish songs, dances or their role in a play.

i. Puerto Rican parents expressed their pleasure that children were now learning "standard Spanish" and not the "dialect" they used at home.

j. The use of some "dialect" forms spoken by English speaking Negroes was reduced as standard forms were learned and practiced as equivalents of the Spanish.

SOME CONCLUSIONS

1. Bilingual readiness can be developed at this age level.
2. Some English speaking children can acquire near native pronunciation in a second language.
3. There is a high degree of correlation between ability to learn a second language and the native oral development of the child.
4. Our study corroborates the research on the need for conceptual development and increased oral expression in disadvantaged children.
5. All children are able to learn a second language, although individual differences are as apparent in the acquisition of this skill as in any other.
6. More formal language learning techniques are enjoyed by children and facilitate their learning of a foreign language.
7. Prejudices toward peers because they were different ("They don't speak English") disappeared. The Spanish-speaking children gained importance in the eyes of their classmates.
8. The "opened-up" communication of the native Spanish speakers in the bilingual class was carried over into the regular classes.
9. The parents - Negro, Spanish speaking and other - were highly enthusiastic about the status their children had acquired.
10. The presence of Spanish speakers in the community was felt to be an asset since it had brought about the initiation of the project.
11. The morale of the entire school was enhanced not only because of the factors above but because the school had been selected for an experiment which provided enrichment and status.

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APPENDIXES

APPFNDIX A

Activities Designed to Achieve Basic Program Objectives

In order to achieve the objectives which our empirical observation and research had demonstrated to be of primary importance in the linguistic and cultural development of children in transition areas, certain specific activities were planned for inclusion in each of the fifteen minute bilingual lessons. These activities were designed to develop skills of listening and speaking; to widen the conceptual background of the children; to foster their social interaction; and to provide the physical movement and rhythmic responses necessary for children in the primary school years.

These activities were used, where appropriate, in the warm-up segment of the class period; in the actual presentation of the new material; in the reinforcement of the new and the old; or in the summary segment of the lesson. As has been stated, all the activities and accompanying responses were in English and/or in Spanish with more emphasis given to Spanish.

Although this is not stated specifically under each category below, the learnings within each overlapped and reinforced each other. Vocabulary growth leading to comprehension and oral expression resulted from concept development and enrichment. The rhythmic activities followed attentive listening either to oral direction or to musical stimuli. Looking and listening were developed concurrently as children responded to a picture or an object cue. Social interaction resulted from and led to listening, speaking, rhythmic activity and concept development.

With relation to concept development, it is necessary to underscore the fact that the Program was concerned with two types of conceptual growth: 1.) that related to an understanding and the identification of the ideas, people and things in the children's environment and 2.) that related to each individual's self-identification and the enhancement of his self-worth.

It should be pointed out that the activities on the following pages are not listed in any particular order since they appeared in many units and at various stages of the children's development.

Concept Enrichment

1. Ego satisfaction resulted from the teacher's personalizing stories and songs and relating them to the children's experiences. Questions containing the word "you"; (e.g., "How do you help your mother?" "What do you make with snow?") always preceded or followed the presentation of a story, song or activity.
2. Self-identification was reinforced by changing the names in songs and using those of children in the classroom; e.g., other names such as Margarita, etc., were substituted for "Brother John".
3. Numerous stories were selected to indicate to children that perseverance in the face of initial frustration or disappointment generally leads to success. The stories of "Indian Two Feet", of "Carrot Seed," and "The Toy Train" were all chosen to illustrate this concept.
4. By giving the children many opportunities to look at themselves in a mirror, they learned to identify themselves as individuals.
5. Children were given name tags with their names, thus reinforcing the idea of their individuality.
6. Children wore their name tags each day and were called upon by name, thus establishing in the child's mind the idea that he was being recognized by the teacher.
7. The curiosity of the children was stimulated as the Bilingual Teacher announced she was going to bring in a "surprise" the next day. Children looked forward to school with pleasurable anticipation.

8. The Bilingual Teacher made it her business to find out the names of each child having a birthday. Not only was "Happy Birthday" sung to each one, but the birthday child was the first game leader, the one who sat with the teacher, etc.

9. Children learned about the chores and responsibilities of the members of the family in the home through songs and games such as "This Is the Way We Wash Our Clothes" etc.

10. Children learned the importance of sequential development as they summarized stories;were asked to tell what happened next;or which picture or flannel cut-out was out of sequence.

11. Children were asked to identify parts of their bodies by pointing to them, touching, naming them or singing songs with accompanying action.

12. Children learned about appropriate clothing for various seasons of the year as they dramatized stories such as "Little Bear" (who is always cold and continuously asks for warmer clothing).

13. Reinforcement of concepts was ensured as children were directed to perform the same action; i.e., dressing or undressing; through placing clothing on a flannel board figure, on a doll or toy animal or on themselves.

14. Children were stimulated to remember names of objects and names of children in the classroom as they were directed to answer such questions as "What is ________ putting on (or doing)?"

15. The concept of pattern in language was introduced to the children in stories such as "Paul and Judy" and "Indian Two Feet" as children were asked questions such as "Can ______walk?" "Can ______ sing?" "Can ______ ride?"; as they were told to state that they were performing similar actions; e.g., "I can walk." "I can sing." "I can ride."; or as the teacher (or a classmate) directed the children to "walk, sing, ride" etc.

16. Perception of smell, taste, touch, and form was developed and reinforced through stories such as "Paul and Judy" where children were given many opportunities to touch materials of various textures, to smell flowers, to choose round or square objects, etc.

17. Children were made familiar with the sounds of animals through hearing and imitating them in songs and stories; e.g., "The Story of the Zoo"; "The Circus" and "Old MacDonald Had a Farm".

18. Concepts were developed through the association of sounds with accompanying pictures, real objects or gestures.

19. Children were familiarized with noises and sounds made by certain objects such as the ringing of a telephone and the ticking of a clock; e.g., the story of "Muffin".

20. Children became familiar with objects and their uses by touching and using them; e.g., the teacher would say, Touch the guitar; Ring the bell, etc.

21. Concepts of big and small, round and square, young and old, tired and active were introduced and internalized through the children's having to make a conscious selection of "opposite" items as they were directed to choose the big doll, the old train, the tired train, etc.

22. The same vocabulary area was strengthened through its use in stories, games, songs, finger play, etc. not only at the time of its initial introduction but in subsequent units.

23. When stories became familiar, children were asked to "guess" which animal would come next, which animal lived in a certain environment; for example, in "The Zoo Story" children had to say that the lion lived in a cage; that the seal lived in water, etc.

24. Colors were taught through such activities as trimming the Christmas tree with a red ball, a red and white ball, etc., and finding appropriate colored clothing for dolls and animals, etc.

25. Children learned the importance of listening to others in a story such as "Nobody Listens to Andrew".

26. A readiness for reading was built up as the children became aware that the writing on their name tag represented sounds -- in this case, their names, or as the items on the vocabulary wheel or a toy store were labelled.

27. Days of the week, time of the day, seasons and numbers were taught through stories, songs and games. In addition, numbers in sets were taught as children were asked to count the children in their groups; the toys in a make-believe toy store; the number of bears in a story; etc.

28. Safety concepts - using red and green lights and stop signs - were developed in connection with the story "The Little Train" and "The Policeman".

29. To familiarize the children with community helpers children were taken on walks in the neighborhood. Visits were made to such places as the Post Office and the Fire House.

30. School helpers such as the nurse, the doctor, the dental hygienist were invited to the classroom to speak to the children.

31. Children were helped to appreciate the role of community helpers such as the policeman, fireman, etc.

32. Children learned responsibility as they were asked to take out or put away the props used by the Bilingual Teacher in the classroom.

33. Children were taught that water and care are needed to make things grow; e.g., the story of "The Carrot Seed".

34. Children learned that people who want to share in benefits must also do some of the work and help each other; e.g., the story of "The Little Red Hen."

Social Interaction

1. Sets of children were called upon to choose partners for a dance or other activities.
2. Individual children were directed to ask questions of their classmates (names, addresses, object identification, etc.)
3. Children were asked to serve as group leaders.
4. Children were asked to be informants for other children who did not understand the language.
5. Children chose the classmates they wished to be their partners in a game.
6. In using the toy telephone, each child chose the child he wished to call.
7. Children learned to listen to others and to respect the importance of what they had to say since they had to make appropriate responses or to imitate what had been said.
8. Children played roles in family life and chose a parent or children in dramatization and in games; e.g., This Is the Way We Wash Our Clothes; The Three Bears, etc.
9. At least three activities in each lesson were chosen by the children themselves. The teacher would say "Which song would you like to sing now?" or "What game would you like to play?"
10. Interclass visits were made to share songs, dances, games and general learnings.
11. Culminating activities were prepared and presented to the entire school and to parent groups.
12. Language stimulating activities such as chain drills or telephone communication were designed to require children to choose classmates sitting next to them, sitting in back of them or across the room from them.
13. The teacher changed groupings often (in listening, singing, finger play, etc.) to bring about the widest possible interplay among the children.
14. Multi-cultural objects, pictures and games were introduced to enable the

children to identify with themselves and with others.

Listening Comprehension

Note: It goes without saying that every classroom activity (song, game, story, request, question and answer) was basically a listening experience. Some specific examples, however, follow:

1. Children listened for their names as the teacher called the roll since a response was required. They listened also for the names of their classmates since they were encouraged to say - "He is not here" or "He is ill."
2. Children listened for cues from the teacher or classmate as they dramatized roles in play activities.
3. Children were encouraged to listen attentively in games such as "Simon says___," when they were directed to perform an action only when the direction was preceded by the words "Simon says ______."
4. Children learned to listen to speech spoken in a low voice as they played games in which they repeated what was whispered to them or as they were required to identify players in games such as "Who am I?"
5. A patterned response was elicited from many varying oral cues; e.g., in the story "No one Listens to Andrew" the children were required to listen attentively to various stimuli sentences all of which called for only one answer - "Wait."
6. The tape recorder and phonograph records were used as accompaniments for songs and dances. They also served to have children identify sounds of animals or objects.
7. In questions directed to them about some aspect of the lesson, children were required to listen attentively in order to answer "yes" or "no". The situations for which the "yes" or "no" responses were required were always those which were of interest to children of this age group; e.g., "Do you want to lead the game?" "Do you want this toy?" "Do you want to play the guitar?" etc.

8. Attentive listening grew out of the bilingual telling or dramatization of stories. Native English speakers, fascinated by the props, eagerly tried to understand what was being said in Spanish. The reverse was true of the native Spanish speaker listening to the English.

Oral Expression

1. Individual children were directed to ask their classmates' names.
2. Children responded to the teacher when she called the roll by saying "Aquí estoy, Sra. _______."
3. Children listened to many songs and sang what they had heard.
4. Children learned the language of home, community, school and everyday living as they used the appropriate expressions in the songs, games and activities based on the teacher's model.
5. Children learned the names of objects and animals associated through hearing the sounds, touching objects and materials, smelling things; e.g., the story of "Muffin", "Paul and Judy", "The Zoo", "Little Red Hen", etc.
6. Children answered questions about themselves, the stories, songs, games or other activities.
7. Children took roles in plays and other dramatic activities.
8. Individual children were asked to give parts of summaries of stories or songs. In the beginning the children used their native language; later they were able to make statements in the second language.
9. Children were encouraged to express themselves freely behind the anonimity afforded by the use of puppets.
10. Choral repetition of question and response always preceded individual repetition because of the security such repetition afforded the children.

11. The speaking skill was developed very gradually and in the smallest incremental steps. At first the response required to a question was either "yes" or "no" with at least six examples of "yes" responses before "no" was required. Later the children were encouraged to add a short phrase or sentence to the "yes" or "no". It was only after repeated practice had been given to the "yes" response alone or the "no" response alone that "yes" and "no" responses at random were required by the cue.

12. The lessons took into account the cumulative nature of language. The same vocabulary area was treated in greater depth each time it was used; for example, the children learned the name of a policeman, fireman, zoo keeper in the units on the Community Helpers and The Trip to the Zoo. with patterns such as This is _______. He is ________ or Where is ______? Later in the "Nobody Listens to Andrew" story, they used words such as zoo keeper, policeman, etc., with expressions such as "Let's call the policeman." As individual children took the role of Andrew in the dramatizations, they were directed to "Call the zoo keeper", "Call the policeman". In their summaries, the children made statements such as, "The policeman came" or "The zoo keeper came and took the bear to the zoo."

~~Rhythmic~~ Movements and Physical Activity

1. Individual children were called upon to perform finger plays.
2. Children were asked to touch various parts of their bodies in games such as "Simon says _____" and the song "Touch Your Head".
3. Children learned to put on and take off clothing as they dressed or undressed toy animals or dolls and put on or removed articles of clothing or took roles in play activities.

4. Children were asked to imitate the movements of various animals or people as they were eating, walking or performing other activities.
5. In all songs, children dramatized the words; e.g., they rocked a baby to sleep; they pretended they were growing taller as the corn they had planted was growing, etc.
6. Every story and game was designed to permit movement around the room by as many children as possible; e.g., they formed a train and marched around; they danced Indian dances and beat drums; they pretended to ride horses,
7. The children reenacted all the activities of their story book characters. For example, they marched in a circus parade as animals, dancers, clowns, etc.
8. Children were stimulated to pretend they were walking in the snow, under a light rain or under a heavy rain.
9. Children "melted" like a snowman, rode a horse, watered seeds, and ate like seals.
10. In sum, every fifteen minute lesson contained at least two songs and two simple dances and the opportunity for children to express themselves physically as well as orally.

APPENDIX B

The Curriculum

The Kindergarten Program - (First Level)

General Themes

As has been indicated, the themes or centers of interest were selected after a careful study of Curriculum Bulletins of the Early Childhood Program from New York City and from school systems across the country.

Themes

The following themes were selected as those most appropriate to the age and interests of children of the kindergarten level:

Getting to know our friends

Learning about ourselves

Getting to know our classroom

Talking about our family

Getting to know our school

Playing with our toys

Learning about our Community Helpers

Talking about the weather

Caring for our pets

Going to the Circus

Learning how things grow

Holidays: (Themes of short duration
at appropriate times)

- Hallowe'en
- Thanksgiving
- Christmas
- Easter

An Overview of A Sample Unit (three weeks)

Learning About Ourselves

Vocabulary and language patterns for emphasis

la cabeza	- the head	Tócate ________	Touch ________
la nariz	- the nose	Ponle ________	Put ________
la boca	- the mouth	Quítale ______	Take Off _____
la oreja	- the ear	¿Qué oye?	- What do you hear?
los ojos	- the eyes		

Songs and Dances (Music and Words are attached)

"Tócate la cabeza" - "Touch your head"

"Fray Filipe" - "Brother John"

"La Raspa" - "La Raspa"

"La Punta y el Tacón" - "Heel and Toe"

Dramatic play and related activities

1. Activities suggested by "Tócate la cabeza".
2. Singing and dramatization of "Fray Felipe".
3. Dancing of "La Raspa" and "La Punta y El Tacon".
4. Puppet play - Pancho y Ramona, using language items and patterns.
5. Flannel board - putting features on a face (labelled Arturo).
6. Games -
   "Simón dice ____" - "Simon says ____" and
   "¿Dónde Está el Perrito" - "Where's the Little Dog?"
7. Telling and dramatization of The Muffin Story

Related Vocabulary (For recognitional use and role playing)

el teléfono	the telephone	No puede ver	He can't see.
el gato	the cat	Puede oír	He can hear.
el carro	the auto		
el pájaro	the bird		
el perro	the dog		
el reloj	the clock		
el carro de bomberos	the fire truck		

Special Language Activities related to this story

Listening - Children guess from sounds they hear what Muffin heard.

Expressing Themselves - Children role play with puppets Muffin and Snuffy.

Children, blindfolded, play Muffin and respond to real or recorded sounds.

Props Used in the Unit -

Flannel board - face of "Arturo" with detachable flannel nose, eyes, ears, mouth, etc.

Giant storybook - Muffin

Tape recorder with tape of sounds

Blindfold

Puppets - Muffin and Sniffy (dogs)

Toy telephone, automobile, fire truck, dog, cat, bird

The Bilingual Story (used with the theme Learning About Ourselves)

Muffin was presented in mid-October as the second story for the Kindergarten level. It emphasized, as is evident, the hearing and identification of common sounds (telephones, cars, animals, etc.) The previous story "Paul and Judy" had stressed the senses of touch and smell. Children had been asked; for example, to identify - by touch - a man's unshaven face, the petals of a flower, a rabbit's fur and a ring. They had also been asked to smell the perfume of various flowers.

Without special emphasis that the children were aware of, the story also served to help children identify themselves as each looked into a mirror while performing activities in imitation of Paul and Judy.

Since listening was stressed in the story of Muffin, the recurring pattern is "¿Qué oye?" - "What does ____ hear?" Recurring, too, are the words "y ahora" - "and now," used to develop in children a sense of sequence - in this case of sounds and activities.

To sharpen the children's aural acuity, various patterns of sound presentation and reinforcement were used. First the question "¿Qué oye Muffin?" - "What does Muffin hear?", was asked followed immediately by the sound and a statement of identification by the teacher, "Muffin oye un reloj." - "Muffin hears a clock."

In another step, the sound was given and the children made the statement, "Muffin oye un reloj." - "Muffin hears a clock." Next the children had to guess and supply the sound as the teacher pointed to a picture or a real object. Finally, the children were required to remember the sequence of sounds on the basis of an oral stimulus only, in Spanish or in English, "Y ahora, ¿qué oye Muffin?" - "And now, what does Muffin hear?"

As was stated above, clarification of concept with appropriate words, phrases or sentences was effected through the re-telling and dramatization of the story numerous times. The re-telling and dramatization were accompanied by audio-visual aids such as giant picture books, loose pictures, real objects, toy objects and recordings. Whenever possible, the children (blindfolded as was Muffin) touched the raised pictures in the giant picture book and/or the objects so that the sensory appeals of listening and touching concurrently helped to establish understanding, association and recall.

In similar fashion, the sense of sight was sharpened in the story "Spilled Milk" which was introduced soon after "Muffin". As children tried to guess what they saw on each page of the giant book (spilled milk that took many forms), they had occasion to learn to identify a tree, an ice cream cone, a flower, a bird and, of course, a cloud in the sky.

MUFFIN

Este es Muffin, un perrito.		This is Muffin, a little dog.
Un día, Muffin se lastimó los ojos.		One day, Muffin hurt his eyes.
El doctor puso un pañuelo blanco en los ojos de Muffin.		The doctor put a white handkerchief over Muffin's eyes.
Ahora, Muffin no puede ver pero, puede oír!		Now, Muffin can't see anything, but, he can hear!
¿Qué oye Muffin?	SOUND	What does Muffin hear?
Muffin oye un reloj.		Muffin hears a clock.
Y ahora, ¿qué oye Muffin?	SOUND	And now, what does Muffin hear?
Muffin oye un teléfono.		Muffin hears a telephone.
Y ahora, ¿qué oye Muffin?	SOUND	And now, what does Muffin hear?
Muffin oye un carro.		Muffin hears a car.
Y ahora, ¿qué oye Muffin?	SOUND	And now, what does Muffin hear?
Muffin oye un carro do bomberos!		Muffin hears a fire engine!
Y ahora, ¿qué oye Muffin?	SOUND	And now, what does Muffin hear?
Muffin oye un gato.		Muffin hears a kitten.
Y ahora, ¿qué oye Muffin?	SOUND	And now, what does Muffin hear?
Muffin oye un pajarito.		Muffin hears a little bird.
Y ahora, Muffin oye otro perrito.	SOUND	And now, Muffin hears another little dog.
Es su amigo, Sniffy.		It's his friend, Sniffy.
Y ahora Muffin está muy contento!		And now, Muffin is very happy.

The Game: (introduced in this story and used subsequently in other themes with appropriate items from different centers of interest.)

¿Dónde esta el perrito?

This game is based on the Spanish game of "Las Prendas". Basically it consists of "it" (one of the children) looking for an object that is in the hands of one of the other children. (All the children are holding their hands as if concealing an object.) Each child is permitted three guesses only.

Instructions

1. Children sit in a semi-circle.
2. One of the children is selected to be "it" and is made to turn around and face away from the group.
3. The teacher then silently gives the object (a miniature toy) to one of the children to hold in his hands.
4. All children are told to keep their hands together.
5. The child who is "it" is asked to guess which child holds the object and is given three chances. The teacher asks "¿Quién tiene el perrito?" or "¿Dónde está el perrito?", while "it" opens the hands of various children.
6. If "it" finds the object, the child who had the object then becomes the new "it". If the object is not found, the teacher assigns a new "it".
7. Different little objects may be used in succession:

   (miniature toys) dog car doll
   cat truck mirror
   bird house ring
8. Phrases such as "Aquí está" - "Here it is"., and "¡Qué bueno!" - "Good!" are heard and progressively learned.

Variation: Identity of the object can be kept secret (except of course to the child holding the miniature) so that the finder can show it and identify it for the class. "¿Qué es?" - "Es un ______."

9. Native Spanish speakers may be directed to ask the questions at first. Later, as the native English speakers become familiar with the expressions, they may be asked to serve as leaders and ask the questions.

Song

Touch Your Head

1. Touch your head
Tócate la cabeza
Touch your head
Tócate la cabeza
Touch it very quickly
Touch it very quickly
Touch your head
Tócate la cabeza

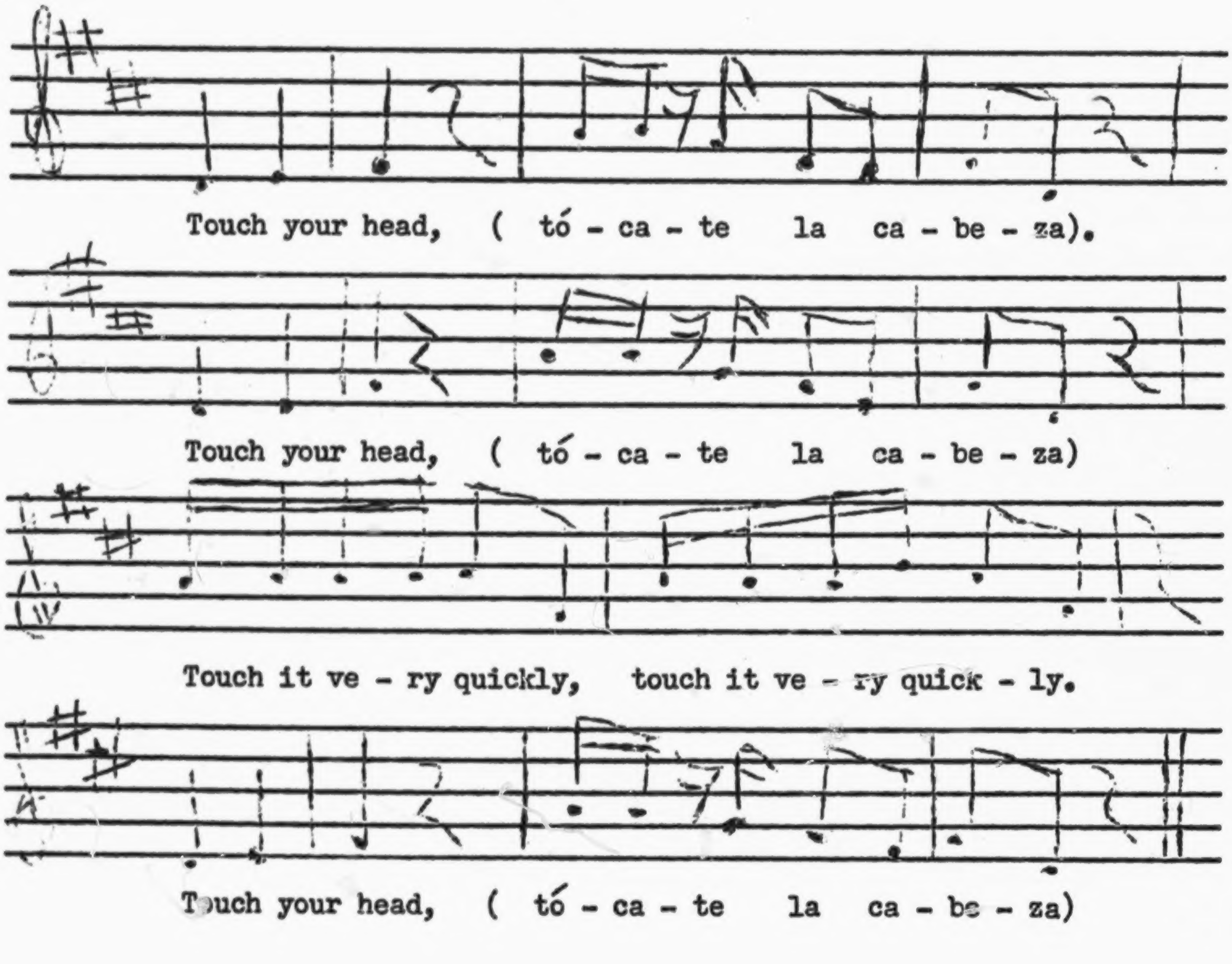
2. Touch your foot
Tócate el pie
Touch your foot
Tócate el pie
Touch it very quickly
Touch it very quickly
Touch your foot
Tócate el pie

3. Touch your nose
Tócate la nariz
Touch your nose
Tócate la nariz
Touch it very quickly
Touch it very quickly
Touch your nose
Tócate la nariz

4. Raise your hand
Levanta la mano
Raise your hand
Levanta la mano
Raise it very quickly
Raise it very quickly
Raise your hand
Levanta la mano

5. Raise your foot
Levanta el pie
Raise your foot
Levanta el pie
Raise it very quickly
Raise it very quickly
Raise your foot
Levanta el pie

6. Turn yourself around
Da la vuelta
Turn yourself around
Da la vuelta
Do it very quickly
Do it very quickly
Turn yourself around
Da la vuelta


Touch your head, (tó - ca - te la ca - be - za).
Touch your head, (tó - ca - te la ca - be - za)
Touch it ve - ry quickly, touch it ve - ry quick - ly.
Touch your head, (tó - ca - te la ca - be - za)

Spanish for the Younger Set. University Associated, N.Y.C., 1956.

Planning for Teaching

Following are the suggested plans within this unit prepared by the Curriculum Assistant. From these suggestions, the Bilingual Teacher wrote step by step daily plans on forms supplied to her. Several of the plans are attached with the after-class comments we considered necessary to guide us in our future planning.

a. Symbols

The symbols in the second column refer to the audio-visual aids which had been labelled for convenience:

S - (song) When a guitar accompaniment was called for, it was so indicated. Sometimes records or tapes were used after the initial live presentation.

G - Game

St - Story

GB - Giant book (illustrating the story)

b. Some explanatory remarks

The Bilingual Teacher had been made aware in initial orientation and teacher training sessions, that many "run-throughs" of a game had to be engaged in. In order to avoid having children "lose face" in the eyes of their peers, the teacher made quite sure that all the children could respond correctly before she played the game in earnest.

You will notice that for the first few days the game "Simón Dice" - "Simon Says" is played with the children being required to touch parts of their body each time, as the direction is preceded by "Simon says". In later stages "Simon says" was sometimes omitted indicating that children were not to follow the direction. In this way, children were required to listen carefully for the words "Simon says". Of course, this element of conscious selection was made use of only after the vocabulary items referring to parts of the body were thoroughly familiar to the children.

Time allotments for each activity had been recommended during the first month of the Program. We felt, however, that flexibility in presentation was more important than completing all the activities planned. Many times, for example, the Bilingual Teacher found that the same song or dance had to be repeated several times to give every child the opportunity to participate. Also the Bilingual Teacher was encouraged to utilize the incidental happenings of the day by weaving them into the lesson. A child's birthday, a toy brought in by one of the children, a visitor to the school, a suggestion made by the regular classroom teacher, often served as a motivation for changing the plans.

You will note that on Friday nothing new was introduced. Instead, the class time was devoted to reviewing games and songs with accompanying language items which had been presented that week.

Sample of Bilingual Teacher's Daily Lesson Plan

Kindergarten Program

Date:

Theme: Learning About Ourselves

Aim: Introduction of song "Touch your head"

Approach Buenos días, ninos. Let us sing our Good morning song.

Greetings Did you have a nice weekend?

Warm-up What did you do, Maria?

How many of you sang some of our songs at home?

What did you sing, Maria?

Would you like to sing it for us today?

Let us all listen.

Today we are going to learn a new song. You have to look and listen very carefully. You'll see why.

Possible activities:
1. Teacher introduces new song "Touch your head". She dramatizes each line.
2. Children sing and dramatize.
3. Song "Pulgarcito" (Thumbkin) is reviewed.

Summary: Did you like our new song? Let's sing it again now so you can sing it for your mother.

Sing "Farewell Song"

After Class Comments

1. Most children remembered what to answer when teacher asked ¿Cómo te llamas? Pattern: Me llamo _______ was said with no difficulty.
2. Children liked the song "Touch your head" very much.

Kindergarten Program

TEACHER PRESENTATION - UNIT MATERIAL

Date:

Center of Interest: Learning About Ourselves

Aims: Introduction of new dance, La Raspa and review song "Touch your head".

Approach: Greetings and singing of Good Morning song.

How many of you would like to sing "Touch your head"?

Now let's all sing it.

Today we are going to learn a new dance.

First listen to the music and tell me if you like it, then we will all learn the dance.

Possible Activities (to be varied depending upon the class):

1. Some children who volunteer will sing song "Touch your head".
2. All children stand and sing "Touch your head".
3. Teacher directs individual children to: tócate la cabeza
   touch your nose, etc.
4. Introduction of new dance "La Raspa":
   First, children clap hands and sing.
   Second, teacher dances with one child and shows steps of the dance.
   Third, the child who danced with teacher chooses a partner and dances.
   Other children clap hands and sing.
   Fourth, other couples join in and dance.

Summary: Did you like our new dance?

Looking Ahead: Tomorrow others will be able to dance.

Comments: Since I was in class during the snack period, I taught the words "leche" (milk) and "pan" (bread).

TEACHER PRESENTATION - UNIT MATERIAL

Date: Friday

Theme: Learning About Ourselves.

Aim: Re-introduction of dance La Raspa and review of other activities

Approach: Greetings - Good morning song.

What did we learn yesterday? (A new dance)

Do you remember the name of our dance? (La Raspa)

Let's all stand up and sing "La Raspa" - but be sure to clap hands too.

Possible Activities (to be varied depending upon the class):

1. All children clap hands and sing "La Raspa".
2. Some children will be asked to choose partners and dance "La Raspa".
3. Puppets Pancho and Ramona will be used to ask children's names and to drill patterns referring to parts of the body.

Summary:

Did you have fun today?

Looking Ahead:

(With calendar) What day is tomorrow? Saturday (sábado), and what day comes after Saturday? Sunday (domingo). On Monday (El lunes) we will all be back to school and I will bring you a surprise.

First Year Program - Second Level

The themes or centers of interest for the First Year program were chosen, as were those for the kindergarten, to achieve the over-all goals of the program. In harmony with the principle of the spiral approach which governs the introduction of curriculum topics in the schools, some of the same units and themes were reintroduced in the second year of the program. With the growing maturity of the children however, the vocabulary was more varied, the language patterns were more complex, and the concepts were of greater depth. Moreover, the linguistic expression required of the children progressed from a rote response, based on the teacher's immediate model, to a response necessitating selection from several possible choices or from the linguistic reservoir which had been built up through various experiences.

CENTERS OF INTEREST OR THEMES

I Getting reacquainted with our friends or meeting new friends in the class.

II Getting to know people in the school

III Getting to know our building

IV Helping the Teacher in our classroom

V Helping Mother at home

VI Playing at home

VII Learning to care for ourselves (clothing, health, safety)

VIII Caring for our pets

IX Getting to know the people who help us in our community -

The policemen,

firemen,

mailman,

doctor

X Walking to different parts of our community

XI Learning about things that go in our community - busses, cars, trains

XII Shopping in our community - for food, for a present, etc.

XIII Having fun in our community - the park, community center, play yard, etc.

XIV Growing things

XV Visiting a farm

SEASONAL THEMES - To be introduced at appropriate times

I Going to the zoo

II Going to the circus

III Celebrating Easter

IV Celebrating Halloween

V Celebrating Thanksgiving

VI Celebrating Christmas

VII Celebrating birthday parties

Miscellaneous Supplementary Items -

Weather, time, seasons, the calendar, numbers, money

Overview of a Sample Unit (three weeks)

Theme: The Circus

Related Vocabulary and language patterns*

el circo	the circus
el señor gordo	the fat man
el señor flaco	the thin man
la foca	the seal
el caballo	the horse
un elefante	an elephant
un payaso	a clown
un león	a lion
una bailarina	a dancer
la banda	(colloquial for "band")

Está pateando	He is skating.
Está bailando	She is dancing.
¿Quién es?	Who is it?
¿Dónde está _____?	Where is ____?
Coge_______	Take
Dame ______	Give me

Songs: El Circo (The Circus), El Elefante (The Elephant), The Circus Parade.

Game: (With Flannel Board) ¿Dónde está? and ¿Quién tiene?

Dramatic play and related activities - Teacher gives cut-outs to children and asks "¿Quién tiene _____?". The individual child who holds the item asked for says, "Aquí está" and places it on the flannel board where it would logically belong. Children make their own circus, circus band, clowns, animals, etc. Children parade around room acting out animals and circus figures. Choice questions are practiced -¿Es gordo o flaco este señor? Children identify characters and actions in the circus pictures and in the circus pop-up.

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* Some of the names; e.g., the seal, the fat man, were not intended to become active vocabulary items. All the verb patterns were.

Props

Flannel board cut-outs of animals and circus figures

Circus pop-ups

Musical instruments

Balloons

Elephant mask, lion mask, clown masks

Costumes; e.g., dancer's head dress

Pictures of the circus

Miniature figures of dancers, animals other circus people.

Sub-Theme: The Zoo - Giant Book

Related vocabulary and language patterns

la zebra	the zebra	¿Qué come?	What does he eat?
la jirafa	the giraffe	Le gusta ____?	Do you like ____?
el león	the lion	¿Qué es _____?	What is _______?
la yerba	the grass	¿Qué son ____?	Who are _______?
las semillas	the seeds	un tigre	a tiger
el pescado	the fish	un camello	a camel
la carne	the meat	el oso	the bear
		el mono	the monkey

Songs

The Zoo Song

La tronca del elefante - The Elephant's Trunk

El Trencito - The Little Train

Dramatic play and related activities

Children play role of animals

The Zoo Book -"Abre el libro y tú vas a ver ______"

"Open the book and you are going to see ______."

Each child opens the book and names what he sees.

Children feed animals.

Children form a train and march and sing El Trencito

Directed practice.

Questions and Answers

Props

Giant Zoo Book

Stuffed animals

Samples of food

Pictures of animals

Some explanatory remarks

The story for the circus theme was prepared by the Curriculum Writer. Each line of the story was illustrated and enlivened by pop-up cardboard figures and other visual materials. It was not expected that the entire story would be told to each of the First Year classes. The Bilingual Teacher was encouraged to omit or to add lines depending on the interest and ability of the class. As has been stated already, only the vocabulary items which could reasonably be expected to become part of the children's active stock of words were emphasized and reinforced. Words like seal, popcorn vendor or master of ceremonies were only introduced in the more able classes and, then, for recognition only.

The Circus song (El Circo) was taught and sung only in Spanish. No attempt was made, therefore, to have the English words rhyme or fit the music. The English equivalents were included only to make the classroom teachers aware of the concepts or vocabulary items which the children had learned in the song.

The format of the lesson plan was different from that used for the Kindergarten. Throughout the Project, we experimented with numerous observation and lesson planning forms to determine which would be more effective. As far as the Bilingual Teacher was concerned, she found both formats of equal value. The regular classroom teachers found the forms which had been evolved for the Kindergarten more useful since the Spanish and English equivalents were side by side.

Language Items

AQUÍ ESTA EL CIRCO

Patterns emphasized*

¿Cuántos dedos (manos, pies) tienes?	How many fingers (hands, feet) do you have?
¿De qué color es esto?	What color is this?
Pon....(el payaso, etc.)...aquí.	Put....(the clown, etc.) here.
Dame....(el payaso, etc.).	Give me....(the clown, etc.).
¿Qué hace....(el payaso, el elefante)?	What does....(the elephant) do?
Vengan a ver...	Come and see.... .
Bienvenidos...	Welcome!
¿Quién (qué) eres tú?	Who (what) are you?
Yo soy...(un payaso, un elefante)	I am...(a clown, an elephant, etc.)
Vamos a tocar...(el piano, la guitarra, el tambor)	Let's play....(the piano, the guitar, the drums).
Yo toco la guitarra.	I play the guitar.
José, toca el tambor, por favor.	Joseph, play the drum, please.
Vamos a aplaudir.	Let's applaud (clap hands).

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* Some of these were familiar to the children
from previous units.

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The Bilingual Story

AQUI ESTA EL CIRCO

Aquí está el circo. ¡Qué bueno!	Here's the circus. How nice! (What fun!)
Estos son los payasos Tilín y Tolón.	These are the clowns Tilín and Tolán.
¡Qué cómicos! (simpáticos)	How funny!

Tilín está triste.	Tilín is sad.
Tolón está contento.	Tolón is happy.
Esta es la señora gorda.	This is the fat lady.
Y este es el señor flaco.	And this is the thin man.
Aqui está el elefante.	Here is the elephant.
Mira el mono.	Look at the monkey.
¿Que está haciendo el mono?	What is the monkey doing?
Está patinando.	He is skating.
¡Mira como patina!	See how he skates!
¿Qué es esto? Es una foca.	What is this? It is a seal!
¿Qué está haciendo la foca?	What is the seal doing?
Está jugando con una pelota.	He is playing with a ball.
¿Cuánta pelotas tiene?	How many balls does he have?
Vamos a contar las pelotas:	Let's count the balls:
una, dos, tres.	one, two, three.
¿De que color es ésta?	What color is this?
Es amarilla.	It is yellow.
Y ésta?	And this?
Es roja.	It's red.
Y ésta?	And this?
Es azul.	It's blue.
Aquí está el caballo.	Here is the horse.
¿Qué animal es éste?	What animal is this?
Es un león.	It's a lion.
¿Y dónde está la banda del circo?	And where is the circus band?
Aquí está.	Here it is.
¡Qué bueno! Ya tenemos un circo!	Good! Now we have a circus!
¡Qué bonito está!	How pretty it is!

Planning for Teaching

MONDAY

I OPENING, WARM-UP, SALUTATIONS: Song, "Buenos días".

Buenos días, ¿cómo estan? ¿Cómo te llamas? ¿Cómo me llamo? ¿Cuántos años tienes? Vamos a contar: uno, dos....diez. Tócate la cabeza, el ojo, el pie, la nariz, etc. Abre las manos, cierra las manos, el libro, la puerta, la boca. ¿Cuántos dedos tienes? (pies, manos, etc.) ¿De qué color es ésto? (Es rojo).

II CENTER OF INTEREST:

1) Circus theme, ST-12, "AQUI ESTA EL CIRCO".

2) Props used - Flannel Board and cut-outs.

3) Motivation and Introduction. English introduction of circus theme. Teacher mentions the Spring visit of the circus.

"How many of you have been to a circus? Did you know that there is a circus in town?....Let us make our own circus. You are going to help me. Tell me a person, animal, or something that you might find in a circus....."

4) Teacher and Children Activity - Cut-outs are placed on a table. As children mention circus characters, teacher takes them from the table, gives their names in Spanish, and puts them on Flannel Board. Teacher removes cut-outs from F.B. and prepares for second phase of activity. Children take turns placing cut-outs on F.B.

a) Payasos - the clowns
b) Señora gorda - the fat lady
c) Señor flaco - the thin man
d) Bailarina - the dancer
etc.

The following questions and requests were emphasized with the above activity:

Pon.... (payaso, bailarina)...aquí.	Put...(clown, dancer)...here.
¿Qué es esto?	What is this?
Dame.....(payaso, bailarina)	Give me.(clown, dancer)

III. CLOSING: Hasta mañana, ninos.

TUESDAY

I OPENING, WARM-UP, SALUTATIONS. (see Monday)

II CENTER OF INTEREST:

1) Teacher proceeds with the presentation of circus characters following the procedure of the preceding day.

e) el elefante	the elephant
f) el mono	the monkey
g) la foca y las pelotas	the seal and the balls
h) el caballo	the horse
i) el león	the lion
j) la banda	the band

2) New song "EL CIRCO", introduced.

III CLOSING: Hasta mañana, ninos. Song: Adiós niñitos

WEDNESDAY

I OPENING, WARM-UP, SALUTATIONS.

II CENTER OF INTEREST:

1) Teacher assigns roles to the children to start dramatization following short dialog:

¿Quién eres tú? Who are you?

Yo soy...(el payaso, el elefante) - I am ...(clown, elephant)

¿Qué hace el payaso (elefante)? What does a clown (elephant) do?

(Children imitate actions of dancers, clowns, seals, elephants, lions, etc.)

2) Re-introduction of song "EL CIRCO" and follow up with action game based on lyrics of song. Children march around the classroom while others sing "El Circo".

III CLOSING: Hasta mañana, niños; Song: Adiós, niñitos

THURSDAY

I OPENING, WARM-UP, SALUTATIONS.

II CENTER OF INTEREST:

1) Teacher assigns roles of animals and circus people. Dhildren dramatize their actions.

2) Teacher forms circus band using musical instruments available in each class. Regular classroom teachers may help by playing the piano. The following patterns may be used:

Yo toco la guitarra.	I play the guitar.
José, toca el tambór, por favor.	Jose, play the drum, please.
Muy bien.	Very good.
Vamos a aplauder	Let's clap our hands.

3) Re-introduction of the new song "EL CIRCO".

4) Review of "Arre caballito", Elephant and Seal action songs.

III CLOSING: Hasta mañana, niños; Song: Adiós, niñitos.

FRIDAY - Review Day

I OPENING, WARM-UP, SALUTATIONS.

II CENTER OF INTEREST:

1) Review of AQUI ESTA EL CIRCO.

Brief summary of circus characters and activities of the week.

2) Action games:

Class sitting on the floor will be the audience. Individual children will perform (clown, dancer, elephant, etc.). After each act audience will applaud.

3) Circus band and/or review of songs "Arre Caballito", "El Circo", Elephant and Seal action songs.

III CLOSING: Hasta mañana niños. Song: Adiós, niñitos

Bilingual Teacher's Plans

First Year Classes

I Date: Monday

II **Warm-up**

1. Activity song "A la rueda rueda".
2. Identifying names of instruments in English and Spanish
3. Teacher asks ¿De qué color es? ¿Qué hora es? ¿Qué tiempe hace?
   ¿A qué hora te levantas por la mañana.
   (A las siete.)

III **New Material**

1. Approach
   Have you ever been to a circus? etc.
   What did you see?
2. Activities
   1. Teacher shows pictures of circus friends
      ¿Quién es este?
      ¿Qué es esto?
   2. Children place figures on Flannel Board (Pon el _____)
   3. Children remove figures from Flannel Board
      (Y ahora dame ______.)

IV **Review**

Circus friends

un elefante
un payaso
un león
la bailarina

la foca
el caballo
la banda
la señora gorda

el señor flaco

First Year Classes

I Date: Tuesday

II Warm-up

1. Game: ¿Cuál Falta? (hiding one object)

2. Days of the week.

III New Material

1. Approach

Let's see if you can find some of our friends from the circus.

2. Activities

1. Teacher places miniature figures on table. She calls on different children to look for the pictures. e.g., ¿Dónde está el payaso. Coge el payaso. Aqui está.

2. Children stand and sing "Circus song".

IV Review

Song: El Elefante

First Year Classes

I Date: Wednesday

II Warm-up

1. Osito song

2. Circus Song

III New Material

1. Visual Aids needed:

Elephant's mask, clown's mask, bailarina's (dancer's) headdress

2. Approach:

Today we are going to make our own circus and you are going to help me.

3. Activities:

1. Children form a circus band and play instruments.
2. Some children act as clowns.
3. Some children act as animals - elephants, monkeys, lions, etc.
4. Some children act as dancers.

4. Game:

"Let the ball roll". "Juega con la pelota".

First Year Classes

I Date: Thursday

II Warm-up

1. Telling time, using big clock.

2. Identification of pictures - mother doing housework.

3. Children sing song "Los Quehaceres de la casa."

III New Material

1. Visual Materials:

The Circus - Pictures of:
El señor gordo - El payaso triste
La señora flaca - El payaso contento

2. Approach:

Today I brought you some of our friends from the circus. Let's see if you can tell me something about them.

3. Activities:

1. Identification of pictures

¿Quién es éste? El senor gordo

¿Quien es ésta? La senora flaca.

Es gordo o flaco este señor? (Teacher shows thin man)
(Es flaco.)
Es gorda o flaca esta señora? (Teacher shows fat lady)
(Es gorda.)

2. Teacher places two figures on Flannel Board and calls on different children and says,

" Dame la señora gorda."

" Dame el señor flaco."

Thursday (continued)

3. Identification of pictures and questions

   ¿Quién es éste? El payaso Tilín.

   ¿Quién es éste? El payaso Tilon

   ¿Qué le pasa a Tilin? Está triste.

   ¿Qué le pasa a Tilon? Está contento.

4. Teacher calls on several children and says,

   Some of you will be Tilín.

   Some of you will be Tilón.

   Remember, Tilín está triste.

   and Tilón está contento.

   Children imitate clowns by making happy and sad faces.

First Year Classes

I Date: Friday - Review Day

II Warm-up

1. All children sing song, "Veinte Amigos."

2. Chain drill asking each others names and ages.

3. Review of colors.

III New Material

1. Visual Aids:

The circus - Pictures of: La banda del circo.

La foca con las pelotas.

El caballo,

El payaso, etc.

2. Approach:

Who can tell me what this is?

La banda del circo.

3. Activities:

Teacher says, 1) Esta es la banda del circo (Teacher shows pictures)

Teacher asks, ¿Qué hace la banda? Toca los instrumentos.

2) ¿Quién es éste? El payaso Tilín.

Te gusta la bailarina?

Si, me gusta mucho.

3) Mira la foca!

¿Qué hace la foca?

Juega con las pelotas.

¿De qué color es esta pelota? Amarilla.

Y ésta? Azul.

Friday (continued)

4) Mira el caballo. ¿Es grande o pequeño?

Es grande.

5) Sing. Circus song.

6) Children identify names of instruments

Tambor

Maracas, etc.

and play the instruments and sing.

APPENDIX C

Instructional Materials

Songs *

Buenos días *
Hasta mañana, niños
Adiós, niñitos
Pulgarcito *
Fray Felipe *
Tócate la cabeza*
La raspa
Hallowe'en Song
Mi madre fué a la tienda
Vengan a ver mi granja *
Los diez inditos *
Arre caballit o
Cumpleaños feliz *
Cascabeles *
Te deseamos felices pascuas
Caminando en la nieve
Osito
La trompa del elefante
El circo
El trencito *
The Train to the Zoo
El policía
El bombero
El cartero
Como crece el maíz
The Popcorn Man
Veinte amigos
El barco pequeñito
Los pollitos
A la rueda, rueda
Tengo una muñeca
La punta y el tacón
El coquí
Los quehaceres de la casa*
Es una girafa
Mi maestra
Juega con la pelota
Allá en el rancho grande
Duermete, mi niño
El mandado
San Serení
Wigwam Song
The Farmer in the Dell

* These songs were taught both in Spanish and English. Some were equivalents; some counterparts; e.g., Vengan a ver mi granja - Old McDonald Had a Farm.

Stories

- Pablo y Maria (Paul and Judy)
- Muffin
- The Carrot Seed
- Osito
- The Three Little Pigs
- Bobby and Betsy (Christmas Story)
- The Christmas Tree
- A Snowy Day
- Indian Twofeet
- The Zoo
- Going to the Circus
- El ratoncito Miguel
- El trencito
- Goldilocks and the Three Bears
- Ask Mr. Bear
- Nobody Listens to Andrew
- Our Community Helpers
- Spilled Milk
- TheLittle Red Hen
- Chicken Little

Note: All stories were told in Spanish and in English.

Props (electronic equipment, musical instruments, pictures, real objects, toys, miniatures, etc.)

- Flat pictures and posters
- Puppets(cloth, paper, plastic, etc.)
- Stick figures(people, animals, etc.)
- Flannel board and related cut-outs
- Doll house, dolls, furniture, utensils
- Stuffed animals - farm and zoo
- Toy furniture
- Toy vehicles - car, fire truck, train, boats, etc.
- Musical instruments - piano, guitar, drums, bells, maracas, sticks etc.
- Tape recorder and record player
- Wedgies - family members, community helpers
- Easel, paints and crayons
- Constumes - hats, masks
- Real foods such as carrots, bread
- Plastic fruit
- Kitchen equitpment
- Doctor's and nurse's equipemnt and dress
- Electronic telephones
- Circus props- balloons, hats, masks, cut-outs
- Flower pot, seeds, watering can
- Holiday props such as Easter eggs, basket, tree, pumpkins, turkey
- Artificial flowers
- Traffic signs - red and green lights; words Stop; Go
- Articles of clothing for dolls and puppets

Articles of personal hygiene such as comb, toothbrush, toothpaste, soap
Articles related to time and weather such as calendar, thermometer, clock face, weather calendar
Flannel board face with removable features
Toy brooms, ironing board, iron, washboard
Table setting items
Vocabulary wheel and appropriate pictures
Pcket chart
Flags
Blocks, pegs and beads
A Pinata

APPENDIX -D

Sample Culminating Activities

Several kinescopes were prepared for use at school assemblies, parent-teacher meetings and community conferences.

Following are two scripts given to the Audio-Visual Department for the kinescopes made. The first was prepared toward the end of the first year program. The children taking part in the program had had approximately one year of language instruction. The second was made after the children had had about a year and a half of instruction.

The scripts were completely unrehearsed. The children were taken to a studio which duplicated their classroom. "Shooting" started immediately.

Film - May 25, 1965

TIME	VISUAL	ACTIVITIES
three minutes	Children sitting on chairs. Choral and individual responses.	Buenos días, niños. Buenos días, Señora Acosta ¿Cómo están? Bien. ¿Vamos a cantar?...Sí. ¿Qué vamos a cantar? . . . Buenos días. Song: "Buenos Dias" ¿Cómo te llamas? (to 4 children) Me llamo ________ ¿Dónde está(Maria)? (to 4 children) Estoy aquí ¿Cuántos años tienes? (to 4 children) Tengo ________años.
	Counting and singing.	Ahora vamos a contar del 1 al 10. Would you like to sing our song with the numbers? (English and Spanish)...You sang that very well.
		- - - - - - - - - - - - - - - - - -
two minutes	Children opening and closing: hands, eyes and mouth.	Let us see what else you can do today. Abre las manos. Cierra las manos. Abre la boca. Cierra la boca.

		What else can we open and close? (Point to eyes.) Sí, los ojos.
five minutes	Books - Individual children opening and closing a book. Touching a book.	Y ¿qué es ésto? Un libro. (María), coje el libro. Abre el libro. Cierra el libro. Let's all ask Maria to do that (Abre el libro. Cierra el libro) Dame el libro (María). Vamos a ver. ¿De qué color es? (Amarillo.) Y este libro? (Rojo)
	Touching a guitar.	Toca la guitarra, Pedro.
	Touching a bell.	Toca la campana, Juan.
	Children standing and singing song: "Touch your Head".	We can touch many other things too. Ahora todos. Tócate la cabeza, etc. Let's sing "Touch your Head". Very good! Siéntense.
four minutes	Some children dancing, La Raspa, others clapping hands. One couple at a time. (Total 3 couples will dance.)	We have been singing a lot. Who would like to dance? All right, José, choose a partner. We are going to clap hands while they dance. Another day others will have a chance to dance.

four minutes	Easel - Book Children dramatizing story. In Spanish.	We have our train waiting for us. Look at the little train. Listen and see if you remember the story. (The story is told very briefly and then questions are asked for dramatization.) Answers in Spanish.
two minutes	Some children form a train	"Did the first train help?" etc. - - - - - - - - - - - - - - - - Now it is time for me to go. Tomorrow, I'm going to bring you other new things.
	Song: "Hasta mañana ninos"	Song: Hasta mañana. Adiós!

FILM - Friday, February 25, 1966 - Total time, 18 minutes

TIME	AUDIO	VIDEO
one-half minute	Teacher stands and greets the children. (Children greet the teacher.	Children sit on chairs in a semi-circle.
one-half minute	Children sing, Buenos Días song. (Teacher - guitar)	Children sit on chairs in a semi-circle.
one minute	In Spanish, teacher asks individual children their names and attendance facts	Individuals respond from seats. (They do not stand)
two minutes	Children clap hands and sing "La Raspa" (Teacher - guitar)	Four couples will dance by twos. (Children choose partners.)
two minutes	Large book with pictures of train story will be shown. (three pictures)	Children will dramatize recurring language patterns at their seats (hand and foot motion of children.)
one minute	Children sing train song.	Children move their feet and act out types of trains at their seats. (When music stops, they stop all movement.)
one and one-half minutes	Teacher and Children sing train song. . . while	Individual children act out in front of the room - such as - fast train 1 child tired train 1 child little train 1 child

two minutes	Teacher introduces live story of "Three Pigs" and "The Big Bad Wolf" Children in chorus repeat words e.g., El lobo y los 3 cochinitos [illegible]...	Flannel Board - Cut outs Teacher puts figures on Flannel Board
two minutes	Teacher asks individual children questions about house they are building.	Flannel Board (pictures of three different types of houses on table) Individual children get up, go to Flannel Board and build three houses - straw house wood house brick house
one minute	All children sing (in English and Spanish) song "The Big Bad Wolf"	Children seated in semi-circle. Teacher accompanies them with guitar.
one minute	Teacher asks the class "Are you afraid of the Big Bad Wolf?" Children answer no, sing - "Yo no le lengo muedo al lobo."	Children sit and move their heads and hands while they sing - I am not afraid of the "Big Bad Wolf" in Spanish.
one minute	In Spanish teacher asks for things from Flannel Board. Individual children respond in Spanish.	Individual children walk to Flannel board, take off pictures from Flannel Board ...the wolf, etc. and say Aquí está ________.

one and one-half minute	Teacher plays guitar. "Train song".	Children form a train - and march around the room.
one-half minute	Teacher says goodbye and sings "Good Bye Song"	Children sit at their places and sing with the teacher.
Fade- out	Adiós, Adiós, Adiós	

APPENDIX E

Forms

1. Program Overview Related to Theme

Duration ____________________

Theme: ____________________

Language Learnings:

Patterns:

For active use: ____________________

For recognitional use: ____________________

Vocabulary

For active use: ____________________

For recognitional use: ____________________

Dialogues for dramatization: ____________________

Story: ____________________

Songs: (two or more) ____________________

Dramatic Play: ____________________

Games (two or more) ____________________

Props: ____________________

Suggestions for re-entry of previously learned material in each category above: ____________________

____

____

2. **Weekly Tentative Program Overview**

(Prepared by the Curriculum Specialist and Writer with the assistance of the Language Specialist)

****

Week of ____________________

	Mon.	Tues.	Wed.	Thurs.	Fri.
Lang. Items					
Story					
Songs					
Dance					
Game					
Other					
Teacher Activ.					
Pupil Activ					

3. Suggestions for Daily Plan

(Prepared by the Curriculum Specialist and Writer with the assistance of the Language Specialist for use by the Bilingual Teacher in planning her daily lessons.)

Day: ____________ Date: ______________ Level: ___________

Activity	A-V Aids	Suggestions for Presentation	Span. Items	Engl. Items
1. Opening				
2. Warm-up				
3. Related to Theme				
4. Review				
5. Closing				

4. Bilingual Teacher's Daily Lesson Plan - Form 1.

(This form was used for several months until 1) the concept of smooth, sequential transitions was established; and 2) the Curriculum Writers were able to determine how much could be achieved in different classes.)

Day: ____________ Date: ____________ Level: ____________

Theme: ____________

Aims: ____________

Approach (Pivotal questions with "you")

Transitions: ____________

Possible Activities (To be varied depending upon the class.)

Achieved in Class ________

Summary: ____________

Looking Ahead: ____________

Note: Warm-up, review and closing activities are not included in this outline.

5. Bilingual Teacher's Daily Lesson Plan - Form 2

Day: ____________________ Date: ____________ Level: _____________

Warm-up

1.

2.

3.

4.

New Material

1. Concept, language item, story, song etc.

2. Approach

3. Activities (Children and teacher)

Review of previously taught material

Comments on Presentation

6. Observation Report

(This form was evolved from several previously used - all of which had proven to be too time-consuming.)

Please prepare in triplicate.
Keep one for your files.
Use other side if necessary.

Day: M T W TH F	Date:	No. of classes observed:	Name of observer:

Highpoints of Lesson:

Theme: _____

Presentation ( )

Comprehension ( )

Responses ( )

Dramatization ( )

Other: _____ ( )

THE LESSON: (Indicate the sequence briefly)

COMMENTS re Program Content (worthwhileness, amount, level of understanding, appropriateness of activities, techniques, materials).

Songs used:

Games Played:

Lang. Emphasized for

Aural Comprehension

Oral Production

COMMENTS re Pupil participation (extent, quality)

School - Class

COMMENTS re specific children; visitors, etc.

BILINGUAL READINESS IN PRIMARY GRADES

AN EARLY CHILDHOOD DEMONSTRATION PROJECT

Project No. D-107
Contract No. OE-4-10-101

Paul E. King

December, 1966

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New York, New York

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APPENDIX A - G

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(1) Credit for the original conception, ideas and philosophy of this Early Childhood Demonstration Project is acknowledged to Eva Kenmore King who then participated with the author in formulating the original Project Proposal. She then selected and prepared coordinated teaching materials, and in her capacities as Observer, Supervisor/Evaluator, Materials Editor and Program Coordinator she tested and supervised these in the classrooms, applying her original methods, as described in this Report. Among her major contributions in bringing child development approaches to language teaching techniques, are (a) the Coordinated Story-Song-Play Approach, (b) the Language-through-Literature Approach, (c) the Multisensory Approach, (d) the Multiple Readiness Approach, and (e) the Story-Telling-Variations Approach to Lesson Plan Units, as described in this Report. Through innovations such as these she pioneered the work of this Pilot Program in the early years, Bilingual Readiness In Primary Grades. Finally, Eva Kenmore King also helped co-author this Final Report.

(2) Credit for the original encouragement during the early phases of conception of this Project, and for warm support throughout, is gratefully acknowledged to Associate Superintendent, Dr. J. Wayne Wrightstone, Director, Bureau of Educational Research, New York City Board of Education.

P.E.K.

(I) INTRODUCTION

(A) BACKGROUND - PROBLEM AND RATIONALE

In many classrooms all over the United States, children from various backgrounds sit side by side, but their worlds never meet. Complex background and environmental forces keep them apart, but perhaps the most powerful of these is language. In many more ways than one, these children do not speak the same language, and are rarely, if ever, given opportunity to meet on common grounds.

This is the setting of a typical integrated classroom, duplicated daily, hundreds of times, in many metropolitan areas - urban and suburban - and regional sections of the country:

> There are about twenty-five children in this class. About one-third of them speak Spanish; among them there are some who do not understand English at all, and others who comprehend it in varying degrees. The other two-thirds of the class speak English; some speak the English of the less advantaged Negro child, while the others speak the English of the middle class white child.

Here, two major linguistic needs of American education clash head on: The young non-English speaking child is expected to gain a good command of the English language quickly for a monolingual American society, lest he fall behind in all areas of his education; at the same time, the native English speaking child must acquaint himself early with another, or second language for life in a rapidly shrinking, multilingual world society; and at the same time, the American Negro child, though English speaking, faces English language problems of his own which he must overcome quickly, lest he be kept from the full range of schooling and education, including foreign language acquisition.

Unfortunately, the above needs - which have so many elements in common - often clash within the same school, sometimes even within the same classroom. Large groups of non-English speaking children go through the process of cultural and linguistic integration, at a more or less successful rate. Sometimes, especially when the non-English minority is very small, acculturation may occur quite naturally and rather smoothly; often, however, especially when the non-English minority is large or has actually become a majority, many children resist English acquisition because of factors in the home and in the school environment; at times, this process of necessary acculturation can become so overpowering that it alienates the non-English speaking child even from his own native language, culture, even from his family, and not infrequently even from himself. Experiences point to bilingual illiteracy as a price not infrequently paid when education becomes virtually arrested, progress in English painfully slow, and Spanish competence progressively lost. A great number of special remedial programs have been found necessary to cope with the serious problems caused by this necessary but heretofore unmotivated process of integration into the American culture and the English language. Some of the frequently disastrous results of this apparent conflict, as they appear in later school years, are well known: negative attitudes, in-groups, serious retardations, dropouts, and near illiteracy are just a few.

Simultaneously, and often in the same school, the English-speaking child spends years trying to acquire a reasonable working knowledge of a foreign language. Having watched the process through which his non-English speaking peers were urged and required to go to become fully integrated into the Anglo-American pattern, he feels little need to learn any other language besides English or to recognize any other culture as "equal" to his own. His motivation to learn a second, or "foreign" language is in consonance with and reflects this reasoning. Great efforts of time (years of instruction and studies) and a great deal of money (NDEA and ESEA) are then employed in order to achieve the foreign goals that have become an important part of our national interest. Curriculum shortcomings and difficulties, and the absence of special training for language teachers on Early Childhood and Primary levels, have so far made it necessary to concentrate these efforts mainly on Secondary school levels. While the efforts to introduce FLES programs (Foreign Languages in Elementary Schools) have made some forward strides in lowering the age level for the start of foreign language instruction, with very few and rare exceptions, even FLES does not as yet operate below Grades 4 or 5. Thus, the English speaking child is exposed to beginning foreign language instruction at a stage in his biological development when he has already passed his greatest natural peak, or optimal "readiness", for acquiring another language, thus forfeiting his bilingual age (of 4 to 8).

In addition, and often also in the same classroom or the same school, the American Negro child is frequently expected to cope with both of these needs; i.e. competence in English and sometimes a study of a foreign language. Unfortunately, frequently neither of these needs are met, and the missed opportunities become more and more difficult to remedy. The frequent exclusion of the

Negro child (and the Spanish child as well, for that matter) from Intellectually Gifted Classes (based on I.Q. scores, achievement scores, or reading scores) where FLES programs are exclusively introduced (*), as well as the frequent automatic inclusion of all children of a given grade level in mandatory FLES classes (**), have failed to solve the problem. On the contrary, these "either-or" situations have often aggravated the basic problems of the English speaking American Negro child who frequently has divergent language problems of his own, and they have further complicated the language needs of the Spanish speaking child who is also frequently excluded from FLES classes under the one system, or automatically included in mandatory classes under the second system which often introduces him to yet a third language (French).

> Thus, in today's integrated classrooms, children from these and other varying backgrounds sit side by side, their diverging needs remaining often unrecognized and largely unmet, both from the point of view of the school and from the point of view of the child.

The question then arises: How shall we educate these groups of young children in one classroom - playing, working, listening, speaking, reading, thinking - together? And what should the fabric of language be made of? In other words, in what terms can we address ourselves to all the children? Can it be in terms of the "daily" mechanics of "living" - breakfast, dinner, "our" family, "our" neighbors, "our" friends, trips, vacations, the new baby, the care of pets? Can it be in terms of the community workers or "helpers" - the policeman, the fireman, the garbageman, the mailman (not to speak of the building inspector, the public nurse, or the social worker)? Or suppose we speak to them in terms of sub-subjects, or units, such as "our" city, "our" holidays, or "our" health, do we not rather separate - and so segregate - the children of the integrated classroom when we address ourselves to them, i.e. "educate" or "lead them forth", in any of these terms? For when we ask who had orange juice, and perhaps bacon and eggs for breakfast, and when we welcome the few hands that go up, can we then also deal gracefully with the divergent answers such as "beans at grandmother's house", "grits" or "potatoes", especially when perhaps one-third of the children find such experiences strangely amusing? And similarly, in what terms can the content of the Beginning Readers address itself to all the children in one classroom?

(*) A common procedure in large city school systems.
(**) A common procedure outside large city school systems.

What are then the implications? Does this mean that we must devise separate (i.e. segregated) programs for each group to be of educational value and meaning? How largely, how widely, and for how long could separated education be carried on under an integrated roof? Or must the educational sharing in the presence of bi-ethnic or multi-ethnic groups amount to no more than proximity in one classroom?

The question that arises then is:

> Can education be a shared experience yet without sacrifice to either need or quality? In other words, (1) can there be education for all, (2) can it meet the needs of all groups, and (3) can it remain of high quality and value - in the same classroom at the same time?

The problem might perhaps be rephrased, in question form, in terms of overall educational and developmental goals:

> What happens to the child's lingual progress, his educational advancement, and his development when, in one case, his native language - an integral part of himself - is either denied, ignored, or bypassed as irrelevant or without value, or thought of as a problem and a disadvantage to both himself and others around him?
>
> Or what happens, in the other case, to the child's language capacities, his educational expansion, and his personal growth, when his natural readiness for language multiplicity - also an integral (if yet dormant) part of himself - remains entirely untapped and ignored in spite of a bilingual setting, and therefore - by implication - is also treated as irrelevant and without value, to himself and others?
>
> And, finally, what happens in the third case, to the child's language development, his educational opportunities, and his personal advancement, when his divergent use of the English language becomes racially associated and erects a barrier against himself and his future needs?

(B) RELATED RESEARCH - SIMILARITIES AND DIFFERENCES.

Related research indicated that it concerned itself largely with situations and problems as they arose specifically:

(a) When only one foreign language (be it English or any other second language) is taught in a classroom where all children are of a uniform (monolingual) background; or

(b) When English is the only language goal in a classroom where a significant portion of the children are English language learners, while the other (also significant) portion of the children speak English as their "native" language.

In other words, past research seems to cover situations, problems, and questions as they arise from either one of the above two basic linguistic needs; but no work has apparently been done on the problems, as well as the possibilities, emerging from the very fact that both language needs - (1) the acquisition of competence in English for non-English speaking children, and (2) foreign language readiness for English speaking children - often do co-exist within the same classroom, nor how this co-existance could be utilized to educational advantage.

Furthermore, related research points to the need for further experimentation in such areas as:

(1) Development of stimulation toward language readiness on Kindergarten and early Primary grade levels;

(2) Problems of negative attitudes caused by the one directional (i.e. English-only) approach to language learning;

(3) Problems of "losing interest" in learning;

(4) Problems of "cultural differences" when attempting to transfer stories, toys, games and activities from one culture to the other;

(5) The extent and circumstances under which the natural use of the native language would improve learning of the target language.

It was precisely some of these questions, raised in past research studies, which this Demonstration Experiment considered. Because of the very fact that two or more different groups of children are often grouped together in the integrated classroom, and because English-language competence and foreign language acquisition are goals equally important to American education, this Project was conceived to demonstrate the following differences in approach and their impact:

(1) Instead of the customary one-way-only direction of foreign language or English instruction, a two-way bilingual interchange was to prevail:

(2) Instead of ignoring the reality of the complexities resulting from multi-group constellations in the integrated classroom, or instead of relying on remedial measures for already created problems, the Bilingual Readiness Project was to demonstrate the use of actual existing classroom conditions and the existing opportunities within it, for making available to all the children the two languages which are present in the integrated classroom but which are not made accessible, either socially or educationally.

(C) OBJECTIVES.

Since it is a fact that many classrooms in many parts of the USA contain two or more large blocks of children of different backgrounds;
Since such groups of children, each starting with a different language as the basic medium of communication, work together for the better part of each day, participating in the same activities, being exposed to the same stimuli by the same teacher;
Since it has been demonstrated that children often learn more from their peers than from adults;
Since it has been demonstrated by research and experience alike that educational achievement is inseparably tied to the success or failure of acquiring the skill of language communication and acculturation;
Since experience in some other nations has shown that children given the proper environment and stimuli at an early age, can grow up to be bilingual (or even multilingual);
Since the two linguistic needs cited before have acquired special urgency in terms of America's national interest;
Since as classroom organization and curriculum development are now constituted, these two needs often conflict with rather than reinforce each other;

It was therefore the dual objective of this Demonstration Project to demonstrate how the reality of two or more language and ethnic groups present within one integrated classroom, could be utilized to develop:

(1) Bilingual Readiness in both English speaking and Spanish speaking children;

(2) Positive attitudes toward and respect for one's own native language and culture as well as the language and culture of other groups by the children of all backgrounds, by school personnel, by parents, and other community groups.

Specifically, this Demonstration Project was to aim at the following:

(a) Stimulate Spanish speaking children (English language learners) toward audio-lingual comprehension of and communication in English.

(b) Stimulate English speaking children ("foreign" language learners) toward audio-lingual comprehension of and communication in a language other than English (i.e. Spanish).

(c) Demonstrate to school personnel how these two seemingly conflicting needs can be made to support and reinforce each other educationally, within the school and the classroom.

(d) Develop the above two aims simultaneously through a readiness curriculum psychologically and educationally sound for every group regardless of background or academic level.

(e) Develop this bilingual readiness within the framework of the day-to-day school curriculum.

(f) Establish among all groups positive attitudes towards the goal of communicating in a second language.

(g) Utilize the natural pride in one's own language and cultural heritage as the start and basis from which to step into another language and culture.

(h) Develop an approach, a methodology and techniques for a bilingual program of this type.

Secondary objectives: It was hoped that a number of by-products might result from this Demonstration Project as well:

(a) Technological instrumentation for the effective implementation of the new methodology of a language readiness program in the early years.

(b) Stimulation among educators of awareness to the factor of foreign language readiness as existing alongside with reading readiness, numbers readiness, science readiness, etc.

(c) Stimulation of a new awareness by teacher training institutions of the need to train Kindergarten and Elementary teachers bilingually in order to support the multiple language aims of the nation, and to train language teachers to teach in early grades in order to utilize the natural bilingual factor.

(d) Stimulation of school systems to initiate foreign language programs in Primary grades so as to build directly onto the foundations of a language readiness program.

(e) Stimulation of publishers and other commercial companies to produce and market high quality bilingual materials for young children.

(f) Cooperative contributions of parents of both cultures in the collection of bilingual nursery and early childhood materials (chants, games, etc.).

(II) METHODS, RESULTS, DISCUSSION

(A) PROCEDURAL DESIGN

BILINGUAL CONSIDERATIONS

For a number of reasons, English and Spanish were chosen as the two languages of communication in this Project:

(1) Geographic and political proximity to the Spanish speaking world;

(2) A considerable segment of American citizens as part of a more or less monolingual culture;

(3) Numerous concentrations of native-Spanish speakers prevailing throughout many parts of the United States, with a considerable number of Spanish speaking children attending American Public Schools.

In addition to the Spanish-English setting, various phases of classroom work were tried experimentally during the summers of 1965 and 1966, in a second bilingual combination of German-English.

It would have been possible to conduct this Demonstration Project in any bilingual setting, and a combination of Chinese-English had, in fact, been suggested and given consideration prior to the Project's start.

Similarly, since the native but divergent English speaker is also a language learner - one who needs to acquire a competence in English not negatively associated with his racial or socio-economic background - the procedures, methodology, approaches and techniques of this Demonstration Project reported in these pages apply equally to a dual setting of divergent and non-divergent English, as to a setting of divergent English alone.

GEOGRAPHIC CONSIDERATIONS

Three New York City Public Schools, all located in School Districts 4 and 6 (later renamed District 5) on Manhattan's upper Westside, provided a school population of at least three major ethnic and/or racial groups integrated in the same classrooms:

School	Approximate Distribution		
	Native Spanish (Puerto Rican, Central and South American)	Native English	
		Negro	White
School A	30%	25%	45%
School B	40%	35%	25%
School C	30%	50%	20%

Following pre-experimental tryouts during the Spring semester of 1964/65, regular daily classroom activities started in September, 1965. A total of fifteen Kindergarten and four Grade 1 classes participated over the two year period. The findings and evaluations of this Report pertain to a continuous observation of eight Kindergartens during 1964/65 and three new Kindergartens and two Grade 1 classes during 1965/66, i.e. a total of thirteen classes, out of which eleven were Kindergartens.

No selections whatsoever were made with regard to age, maturity, intelligence, emotional adjustment, readiness, or aptitude, and of course not with regard to racial, ethnic, lingual, or socio-economic backgrounds. The natural classroom constellations as they presented themselves each year in the Fall on school opening day, remained approximately the same throughout the school year, affected only by changes due to new arrivals and withdrawals.

The Bilingual Readiness Program operated in each of the participating classrooms for at least 75 minutes per week, on an approx. 15-minute per day basis. It was conducted by a Bilingual Teacher Specialist throughout the 1964/65 and 1965/66 school years.

EARLY CHILDHOOD/PRIMARY DESIGN

Since the original design of this Project, by its very nature, favored the Kindergarten classes both in numbers and in length of the experiment, the Project's curriculum and its impact was demonstrably tested and observed in the Kindergartens over a period of two successive school years, and as a result, the major part of evaluations was based on the observed Project demonstrations in the Kindergartens.

The _Bilingual Readiness Project_ should therefore be considered an _Early Childhood_ and/or _Primary Program_, conceived in the broadest sense, i.e. from pre-Kindergarten through the Primary Grades, but with emphasis of reporting on the Kindergartens.

DEMONSTRATION/OBSERVATION/EVALUATION PROCEDURES

Because it was a Demonstration Project, the procedures of this Project were to be continually and constantly observed. The descriptive style of this Report is in keeping with the original observation/evaluation design of this Demonstration Project.

For a number of reasons, it was felt that a goal of statistical testing would cloud rather than illuminate the Project's objectives and results. Questions such as these would have had to be considered:

(1) When did the child join the Kindergarten or Grade 1 Class?

(2) If now in Grade 1, was the child the second year in the Project, and if so, for how long previously - a full year, half a year, three months, a month?

(3) To what lingual background does the child belong, and what is the present language constellation of the home - mother, father, siblings, other relatives, friends?

(4) With what level of competence did each child start in each, i.e. both languages?

(5) Although the above question (4) was planned to be ascertained by individually conducted pre-tests, to what extent were these test results indicative of non-lingualcy rather than indicative of withdrawal, blocking or immaturity, and was this general or temporary in nature due to new adjustment to school? (App. B-3).

(6) Since a child's new arrival or school transfer was a frequent occurrance, how should a test be developed to match only the exposure of each child and only the appropriate material to be tested? Would even a series of monthly tests be meaningful in view of the fact that the program was developmental and cumulative in nature?

The outcome of the pre-test administered at the opening of school to about two-thirds of the participating children, indicated that the native English speakers had no knowledge of Spanish whatsoever, while about one-fifth of the native Spanish speakers indicated no knowledge of English, and the remaining four-fifth were divided between about two-fifth answering about half of the English questions, and about two-fifth answering all of the English questions. In actual classroom situations, however, the Spanish children had more difficulty with English proficiency than perhaps indicated testwise.

The test was not planned to be given again to the Spanish children at the end of the Program because of their multiplicity and variety of English exposure outside of the Project.

English speaking children could answer some or all of the same questions in Spanish at the end of the school year, but one must beware of possible erroneous conclusions, for obviously the English speaking children could best be described as proficient second language beginners.

In view of the large numbers of variables, and considering the nature of readiness itself, the ages of the children, and this Project's commitment to qualitative criteria, and in view of the decision at the time of the Project's approval to dispense with formal control groups, the Project's Observation/Evaluation Design was to concentrate on those procedures most helpful to the actual conduct of this Demonstration Project, so as to result in a descriptive account that makes its own contributions to overall educational and developmental goals:

(1) Daily Observations by the Project Staff Observers and the Program Co-ordinator.

(2) Frequent Observations by non-project staff visitors.

(3) Frequent Surveys of parents and classroom teachers.

(4) Observations and Evaluations by professional consultants.

(5) Ongoing informal Comprehension Checks by the Bilingual Teacher Specialist.

The Project's design called for daily observations by the Staff Observer in every classroom. Thus, about one thousand individual classroom observations were made in the course of one school year alone.

Frequent anecdotal records were kept by the daily Staff Observer regarding the program content, its impact on the children, and its effectiveness. An Observation/Evaluation form was prepared for this purpose; it provided for comments relating to:

(1) Lesson design;

(2) Lesson presentation;

(3) Area content and central emphasis;

(4) Forms of children's participation;

(5) Individual class observations and individual children's reactions;

(6) Summary for the day's program and classes. (App. B-1).

All reported classroom observations underwent ongoing evaluations, both short term (daily and weekly) and long term (by semester, and yearly). In addition, the curriculum was evaluated unitwise, i.e. approximately every two weeks.

In addition to daily observations, and because of the Project's demonstration design, professional and other interested visitors were invited from the start, to observe and to respond with oral and written observations and evaluations. It is worth noting perhaps that the informal discussion-type evaluations, immediately following a classroom observation, proved to be most valuable in terms of an exchange of reflections, insight, and creative and detailed suggestions; more formal written observations, also valuable, but perhaps because by their very nature time-delayed, tended to be, with noted exceptions, somewhat more general. (App. A).

Thus, in the course of this experiment, observations and evaluations were made by:

(1) Project staff observers; daily.

(2) The Program Supervisor-Coordinator; near daily.

(3) The Project Director.

(4) The Bilingual Specialist Teacher.

(5) The Classroom Teachers.

(6) Project school staff and administrators: School principals, assistant principals, staff specialists in language arts and reading, psychology and guidance, art, music, science, foreign languages, auxiliary (bilingual) teachers and non-English co-ordinators, school librarians, and other-than-Project teachers (pre-Kindergarten, Kindergarten, Elementary).

(8) Independent outside professional visitors, local, and from various parts of the USA - principals, teachers, student teachers, college supervisors, foreign language specialists, early childhood specialists, psychologists and therapists, audio-visual media specialists, members of the United States Office of Education, and others.

(9) Community leaders, social workers, community center workers, hospital and other agency workers, etc.

(10) Independent outside professional observers and consultants.

(11) Parents, project-connected and others.

Last, but not least, insightful and meaningful evaluations of the Project's impact in terms of motivation, bilingual readiness, and attitudes came from the children themselves, who often expressed their reactions and feelings about the Bilingual Program through spontaneous comments as well as through creative pictures. It is worth noting perhaps, that for example the pictorial and oral comments, reproduced on pages 63-67 were passed on by the children to their Kindergarten teacher without the previous knowledge of the Bilingual Teacher or the Project Staff.

(B) CURRICULAR DESIGN

LITERATURE AND EARLY CHILDHOOD

The Project's overall curriculum considerations arose directly out of the stated Problem and the stated Rationale as described in the Introduction of this Project Report (Pages 6-8).

The procedures, methods, approaches, and techniques were therefore all planned in terms of the stated underlying overall educational and developmental goals, as previously stated, and the results obtained were also viewed in those terms:

(1) Can there be education for all, can it meet the needs of all sub-groups, can it still remain of high quality and value - in the same classroom at the same time?

(2) Can education in the integrated classroom be a shared experience yet without sacrifice to either need or to quality?

(3) Can there be education in terms of preservation and furthering of American heritage, traditions and values, yet can it remain also valid in terms of multi-ethnic and/or multi-lingual meanings?

Various pre-Project tryouts and observations, out of which the actual Project Proposal was formulated by the author~~s~~, and further pre-experimental tryouts and observations in the Spring months prior to the formal two year experiment - all had pointed to the hypothetical answer that the solution to these questions might lie in one specific area - the area of quality: that is, that the de facto answer was to be found only in de facto high quality education, i.e. educational excellence. It was therefore assumed that only when a qualitative solution was sought at all times, that the needs of all three groups of children could be met simultaneously, yet also individually, within the integrated, multi-ethnic and/or bilingual American classroom.

The task of the Bilingual Readiness Project thus perceived, was then one of developing and coordinating (1) a curriculum, (2) a methodology, (3) an approach, and (4) a technique, that would provide and make available worthwhile and relevant educational experiences of immediate and/or potential future value to all three groups simultaneously.

The first question that arose concerned the curriculum; yet it had to consider simultaneously also its lingual content, i.e. the fabric of language. Or, to rephrase it once again in terms of developmental and larger educational goals:

> What is meaningful and of value and significance to young children regardless of language, ethnic, racial, cultural, or socio-economic background?

Stories with literary merit provided the answer. Children's literature, specifically high quality early childhood literature, with its dual stimulus of meaningful language and superior illustrations, supported by and correlated with music and song, was able to captivate all the children regardless of background, and motivate them into oral expression and stimulate their intellect.

Since the Bilingual Readiness Project was conceived as a Demonstration Project, an Early Childhood and/or Primary Program, a Readiness Program, a Language Program, and a Bilingual Program, all at once, it had to meet a multiplicity of requirements, simultaneously as well as individually. Thus:

As a Demonstration Project it had to show how the apparent disadvantage of seemingly conflicting linguistic needs could actually be turned to advantage in the outwardly integrated yet internally separated classroom, and it had to actually demonstrate the feasibility of such an approach;

As an Early Childhood and/or Primary Program - conceived in the broadest sense, i.e. from Pre-Kindergarten through the Primary Grades - it had to adhere, at all times, to sound psychological principles of child development, particularly those governing early childhood. All encounters with learning, and all strategies of teaching, therefore, had to be child centered, and all communication, therefore, had to be meaningful in terms of the children's interest and their emerging stages of intellect;

As a Readiness Project, capable of awakening potentials, actualizing beginnings, and laying foundations, it had to take advantage of the children's present abilities, their dormant powers, and of their projected future knowledge in such a way as to leave behind a residue of insights and/or knowingness acquired in the learning situations, which could become foundations of later learnings, both immediate and delayed. In this manner the future continuation of the concept of the Bilingual Readiness Project needed not to depend on prolonged immediate continuity over x-number of years, nor did it have to be threatened by interrupted or delayed progression;

As a Language Program it had to make language, in its best and fullest sense, the focal point and point of departure for the shared educational experiences of all the children. Lingual freedom was to be achieved within a context of significant and meaningful communication. And, finally,

As a Bilingual Program, it had to adhere to sound linguistic principles of sequencing, progression, gradation, and reinforcement.

It also meant that it had to assure at all times total comprehension of meaning in both target languages. In this manner, it had to make available to all the children both the languages which had been present in the classroom but had not been accessible either socially or educationally.

Since it was not possible to immerse the entire 2½ hours of the Kindergarten or other full classroom time into the bilingual atmosphere, and since the Project was limited to a daily 15-20 minute classroom period (conducted by a bilingual teacher), some decisions, both practical and theoretical, had to be made as to area content. The fact that the children had reached a stage of development in which they were ready for a high degree of ideational content, led to the conclusion to channel the teaching efforts of this Project into those curricular areas of the classroom where thoughts, ideas and concepts were paramount, yet where language communication, both passive and active, was also engaged in by all the children the most:

(1) Creative Story-telling; ✓
(2) Coordinated Music and Songs; and
(3) Related Interaction Play and Games

seemed best suited as an educational base for the program. In addition, these early childhood activities, though properly child-oriented, also appeared largely teacher-directed, in contrast to other more individual children-directed activities which seemed not to fit as naturally into a bilingual program limited to a 15-20 minute time span.

Given these external limitations, and following decisions regarding area content, qualitative choices then became paramount. Once it was decided that the high quality literary picture story and its many variations (telling and retelling, dramatizations, role playing, puppetry, musical adaptations, dialogue, choral responses, pantomime, etc.) would form the central bilingual theme of a lesson unit, initial survey of early childhood literature then led to the pre-selection of materials according to certain criteria - literary, artistic, psychological, educational and, of course, linguistic. Certain elements were looked for in the selection of the stories:

(1) The story had to be worth telling;

(2) It had to have sound emotional and psychological appeal to children regardless of their ethnic, racial, or socio-economic backgrounds;

(3) The pictures had to be of high artistic quality yet simple and "telling", since this visual element formed the central unifying factor in the children's bilingual experience;

(4) The story had to contain a minimum number of words and a maximum number of pattern repetitions for optimal language learning.

It soon became evident that even the very best of American early childhood literature as well as the best of the newer, controlled vocabulary stories had to be simplified and patterned further; illustrations had to be greatly enlarged; and even fine pictures had to be devoid of all detail which would in any way confuse the specific lingual communication, yet had to convey the meaning of the story. To be a literary curriculum of merit, this method of intentional simplifications had to be developed without sacrifice of the essence of meanings and original intentions of the author and the artist-illustrator.

The literary selections were programmed to follow a definite developmental sequence both linguistically and psychologically. As language unfolded and expanded, so did the ideas expand with it. Frequently, a longer story, more difficult in ideational and language concepts, followed a shorter simpler one, in a kind of intentional ebb and flow of intellectual challenge and concentration followed by intellectual rest and recapitulation.

Since in the language of early childhood, rhythms, hums, and chants are universally interspersed with children's speech, children's music in forms of simple rhythmic melodies, songs, and chants were incorporated into the literary curriculum as natural carriers of language communication. Songs were chosen to relate closely to the literary selections, in both language and feeling, and to support learnings through simple repetitive rhythms that imprinted themselves easily on the memory. Similar elements were looked for in the songs as in the stories; and the intentional method of simplification without qualitative sacrifices to either music or lyrics was also applied as to the stories and illustrations. Repeated observations of such musical experiences pointed up a common world of natural rhythm and rhyme shared and enjoyed by all the children, regardless of socio-economic, ethnic, lingual or cultural backgrounds. In the presence of motivating content and in keeping with early childhood awareness, the subtle lines of separation and segregation within the classroom faded into the background in the shared world of story-songs, dialogue-songs, dance-songs, action-songs, play-songs, and in all musical experiences ranging all the way from spoken rhythmic rhyme to high quality children's folk songs. Often, a song was especially created to highlight language patterns or vocabulary of the story and in this way came to reinforce them further. What Little Bear said to Mother Bear in English, he could sing to her in Spanish, and vice versa. For the non-lingual child and the second language learner, music and songs, rhythm and rhyme, provided avenues of expression and opportunities for language reinforcement perhaps otherwise unavailable.

Last but not least, play being the natural and most universal element basic to childhood learning, the frequent absence of it in Primary grades comes as a surprise to most children. Repeated observations supported the oft noted unifying force of imaginative, purposeful, creative play and its immediate effect on lingual freedom and fluency. Intellectual play, social interaction play, make-believe "realistic" play, dramatic play - games of conceptualization, association, perception, readiness - all these became avenues for motivated learning, regardless of socio-economic or ethnic backgrounds, and made possible the kind of natural, active, de facto social and lingual interaction across background and language barriers, perhaps not available through other avenues. In this manner, play and games were especially selected to support the literary and musical themes, and often especially created to highlight and reinforce new language learnings or other emerging readiness. Thus, for example, the Giant (5 x 8 inches) Matching Domino Game brought back the many animal "friends" encountered in the literature, and in the Toy Shop Game the same animal toys, previously brought across the mountain by the famous Little Engine of story and song, could be bought and sold. (Page 21).

The most exciting and provocative part of the program, however, appeared to be the original presentation of stories to which all the children listened in almost breathless rapt attention.

> To the English-speaking children an all-Spanish story presentation, for example, seemed to be an all engrossing intellectual challenge, a stimulating creative mental activity, an exciting provocative puzzle to be solved. The Spanish-speaking children, in turn, listened eagerly, at first with astonishment and surprise, then with obvious pleasure and relaxation, savoring the rare experience of story-telling in their native language. The Negro children, in turn, responded most strongly to available participation and to the dramatizations that followed, eager apparently for the opportunities to step into and identify with a variety of roles.

Play - the natural and universal element to childhood learning

These underlying positive feelings in the classroom formed the basis for motivation to communicate among all the children.

Perhaps the most noticeable observation, born out repeatedly, was how quickly a child's group consciousness faded against the reality of his imagination. In the "real" world of fantasy, all children could enter and share, and the subtle lines of separation and segregation tended to vanish in the presence of the shared world of universal childhood imagination.

Another repeated observation confirmed that within the circle of extended vicarious experiences, personal every day experiences became once more newly valid and meaningful. Even "breakfast" and "dinner" could become a plausible subject when first shared with bears who looked for honey for breakfast or ate fish for supper. What's more, one could look, eat and spend time with bears in any language. It was even possible to share taste - the taste of raw carrots, for example, (a new experience in some cultures) if these were first planted and tended by a story child whose timeless faith all children implicitly shared.

Similarly, all children could identify with the experiences of the little puppy who could not see but could hear, when - together with him - they actually heard the taped meowing of a cat, the singing of a bird, the ticking of a clock, and the barking of another little dog at the same time the teacher told the story.

In keeping with this experience, the subsequent correlated problem-question, posed musically, and expressed bilingually, "Can you hear what you don't see?", became a highly motivated one, as did the rhymed proposed solution, "Listen to what this sound could be." It was then but one step further into the make-believe projection of experimenting with neither seeing nor hearing, yet perceiving the world kinesthetically, as "Can you feel what you don't hear?", leading to the proposed solution, "Touch and feel what it could be." (Page 23). Since being blindfolded appears to be a universal game, of ancient origin, the instant motivation of children of all backgrounds to identify and actually share the world of the blindfolded puppy became the a priori condition for all learning. For by then the puppy had become a "real" friend, through identification in story, sound, picture, and through handpuppet, feltboard, cuddly object and animated toy, by literally stepping out from the pages of the book - in a kind of turnabout - from the world of fantasy back into reality, i.e. into the classroom. It was then only one more step to program further strategies for stimulating other auditory, visual and kinesthetic awareness, acuity, discrimination, and recognition, through sensory encounters with musical instruments, surfaces, shapes, sizes and volume.

"Can you hear
what you don't see?"

"Can you hear
what you don't see?
Can you feel
what you don't hear?"

The systematic application of basic principles of early childhood development to the overall curriculum and pedagogy of the Bilingual Readiness Project , thus lead to the development of a methodology and technique perhaps best described as the multisensory approach. This approach emanated from the underlying principle of multisensory perception as the central and unifying factor to all childhood learning. Throughout the program, focus on all the senses was directed at giving meaning to language and culture, and to implement this approach, multisensory tools were used extensively. These involved not only auditory and visual perceptions but also the other perceptual faculties of touch and even taste and smell, thus providing for a multiplicity of experiences on a variety of levels and across subject matter lines. As a result, the emerging developmental stages of early childhood were brought into active interplay with specific learning situations, as they presented themselves in the development of bilingual readiness and its concomitant lingual readiness. (Page 27-28)

For the non-lingual child and for those learning a second language, identification through multisensory approaches provided special opportunities for total comprehension and offered alternate avenues of learning perhaps otherwise unavailable. As a result, all children, therefore, came to experience the vitality of language as a means of communication and as an extension of the senses, for relaying ideas, feelings, thoughts, concepts, and facts.

In addition, the multisensory approach also helped to throw light on readiness in general, the interrelatedness of readiness facets, and their relationship to the bilingual factor, in what may perhaps best be termed multiple readiness. Along with bilingual language readiness, the children were exposed to and exhibited readiness for experiences in literature, including dramatics, poetry, and oral composition; music, both pre-instrumental and vocal; the full range of the sciences; mathematics; art, art appreciation and color; interpretative, creative and folk dance; and, particularly, pre-reading, i.e. reading readiness leading to beginning reading.

Experience pointed out that the programmed two-week units arising out of each original literary selection, could be planned in breadth and depth to lead to any and all areas of subject matter readiness, yet be developed naturally, from a motivated and motivating, child-oriented point of view. In fact, when the multisensory approach remains central, when the child's earnest need for creative play is respected, when the awareness of emerging stages is consciously tied to de facto learning situations, then a properly developed bilingual curriculum can lay foundations for any subject matter - in addition to language, both native and foreign - as it presents itself through readiness in Pre-Kindergarten, Kindergarten and beginning instruction in Grade 1, and as it then reappears throughout the grades.

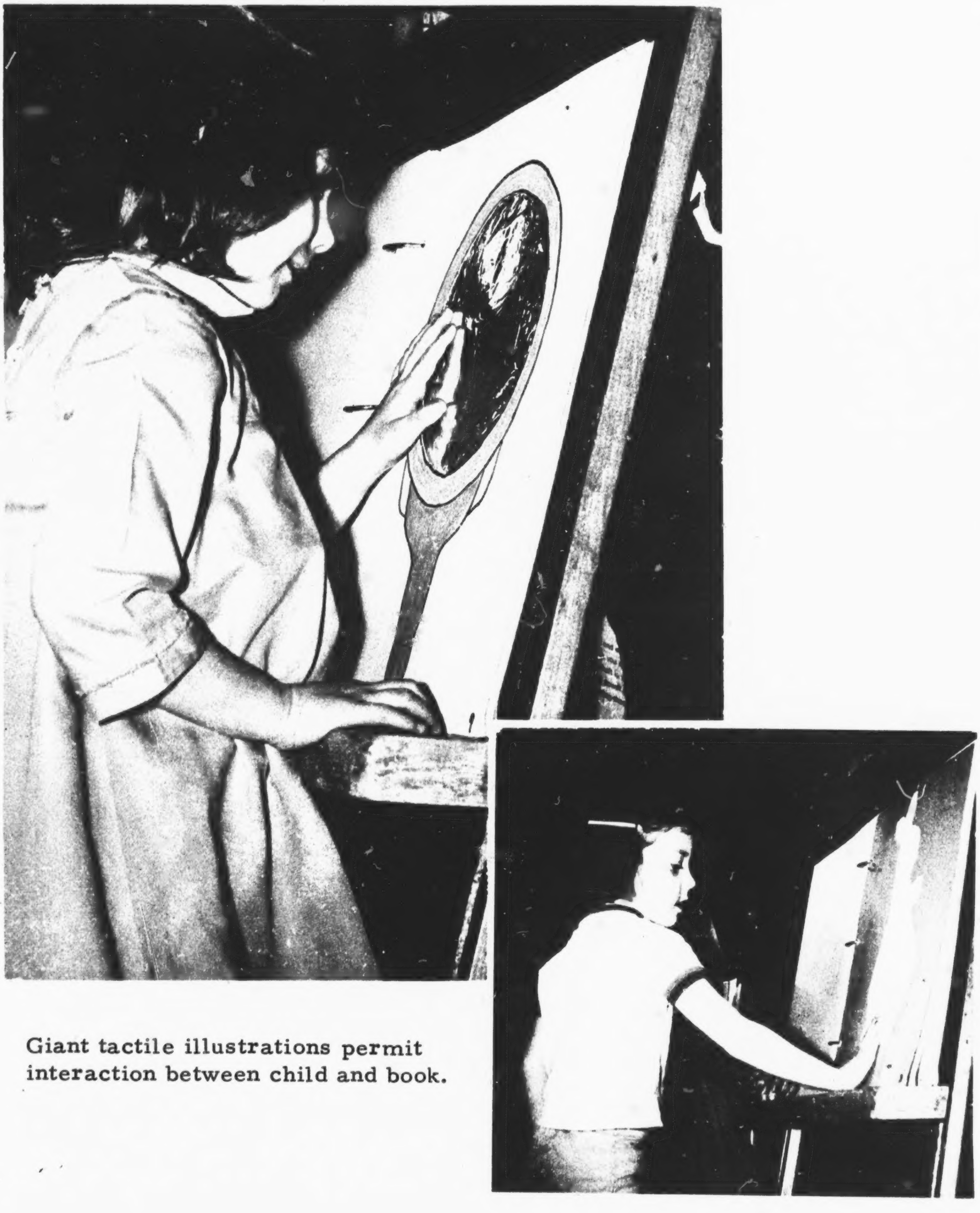
In a bilingual curriculum of this type, visuals naturally had to play a central and unifying role. The faithful enlargements of picture book illustrations (14 x 18 inch Giant Books) served as center points of departure and return for every bilingual story theme.

> The children stepped between the covers of the Giant Book to *Pat the Bunny* with Paul and Judy, to create footprints in the snow with Peter on a *Snowy Day*, to look for a horse with *Indian Two-Feet*, to *Feed The Animals* with Zookeeper Bill, to scale the *Climbing Tree* with Bobby and Betsy, to help *The Little Engine That Could* pull the toy train across the mountain, to feel the wind as *Down Come The Leaves*, to plant and water *The Carrot Seed*, to discover the bear upstairs when *Nobody Listens To Andrew*, to ride to the West with the *Two Little Trains*, to *Ask Mr. Bear* for the whispered secret gift, to hear the world with Muffin in *The Noisy Book*, to put on hat, coat, and snow pants with *Little Bear*, to ask what is inside the egg with Bunny in *The Golden Egg Book*, to sleep under the stars with *Cowboy Small*, and to perceive the world from space as *The Dot*.

There was continued interaction between the children and the visuals, and vice versa, and in contrast to the common practice of using an audio-visual device such as a chart or a film for "one-way-only" communication (from the teacher or the tool to the pupils, with the children being the passive recipients of information), the *Bilingual Readiness Project* used all tools as active and interacting components. (Page 27-28).

Thus, the Giant Book illustrations became the focal point for conveying all comprehension of unknown concepts and new speech patterns. Once basic comprehension had been established, the simple artistic illustrations became the stimuli to which the children responded in anticipated language patterns. This was possible because the visuals had taken on a life of their own, thus cutting across language and other barriers in a shared world of make-believe, fantasy, and childhood imagination.

In this manner, children's literature, supported by and expanded through children's pictures, children's music, and children's play, became the vehicle for a motivated oral language curriculum, thus also laying foundations for subsequent motivated acquisition of written language of literary consequence.



Giant tactile illustrations permit interaction between child and book.

Taste affords comprehension of new cultural activities.

Smell is an alternate avenue of learning and supports the multisensory approach.

Since the Bilingual Readiness Project was programmed sequentially and entirely around high-quality children's literature, the children were exposed all throughout, and simultaneously with their language related activities, to a complete and pre-planned curriculum in children's literature for the early childhood years. Readiness for literature in general, and especially for high quality literature, was thus given full recognition and anchorage at the very same time that readiness for communication, both bilingual and lingual was being fostered. In this way, children in their earliest school years were given a literary foundation - stemming from the oral tradition, and offered in a bilingual "milieu" - to serve them as a link to future literature studies, whether these be in English Literature, Foreign Language Literature, or both.

Whether the aim and purpose of such a curriculum and approach is then variously for the enrichment and stimulation of intellectually or creatively gifted children, or as a bridge for culturally deprived or disadvantaged children, or for English-speaking pupils learning a foreign language, or for the divergent speaker learning English; or for a combination of some or of all of these (as in the Bilingual Readiness Project), is not really of singular or prime importance. In addition, a dual, or multi-purpose curriculum, coupled with a multisensory approach to learning, can be carried out not only bilingually but, of course, also monolingually, i.e. in English only, or in any foreign language as well.

At this point, perhaps the question that remains to be considered is:

> What is the line of connection between early childhood development, early childhood literature, and early childhood language learning?

Since repetition is close to the root of the human life experience, it is not surprising to find young children, who are instinctively close to life forces, use repetition also as their own instinctive technique for learning in early childhood; literature, particularly early childhood literature (which includes folk tales), also employs repetition as a literary device highly appealing to children; and finally, repetition reappears once again in language as the essential element of skill acquisition. (Page 44).

It is therefore valuable to examine language learning in its relationship to early childhood and to early childhood literature - a relationship upon which the curriculum, approach, method, and techniques of the Bilingual Readiness Project were built.

LANGUAGE AND EARLY CHILDHOOD LITERATURE

In the Bilingual Readiness Project, the functional use of bilingual communication was accomplished through a series of sequential steps leading from

(1) Receptive Responses (listening and listening/comprehension) to

(2) Active Responses (bodily and/or lingual participation).

At first, the children were exposed to audio stimuli - i.e. the live presentation - supported by visual stimuli. Listening and listening/comprehension were the primary goals at that point. Once basic comprehension had been established, the children responded actively either in a non-verbal manner through object or bodily movements, or in a verbal manner through audio-lingual utterances. The active responses were, at first, imitative (repetition, mimicry) and eventually creative (replies, dramatizations, etc.), usually from choral responses to individual ones. To rephrase it in outline form, the sequence of bilingual communication may be shown as follows:

(I) Receptive Responses

- (A) Aural and Visual
- (B) Comprehension

(II) Active Responses

- (A) Non-verbal Responses
  - (1) Imitative Responses
    - (a) Object Manipulation
    - (b) Bodily Movements.
  - (2) Creative Responses
    - (a) Object Manipulation
    - (b) Bodily Movements
- (B) Verbal Responses
  - (1) Imitative Responses
  - (2) Creative Responses

When applied to the literary two week units, the progression of bilingual communication from the unknown to the known (i.e. from hearing to listening to understanding, to acting, to speaking) usually followed a series of sequentially planned steps: (1) story telling, (2) story enactment, and (3) story expansions.

Within these three steps, bilingual communication of the literary curriculum was accomplished by a series of variations on the themes, presented in various combinations, such as:

(1) Story telling and retelling -
  with book illustrations;
  with recordings;
  with music and songs;
  with comprehension checks;
  with object manipulations;
  with puppets;
  with feltboard manipulations;
  with choral responses;
  with child-book interactions;
  with child-song interactions, etc.

(2) Story enactment and re-enactment -
  through pantomime;
  through puppets;
  through role playing;
  through musical adaptations;
  through dialogue;
  through first person transpositions;
  through dramatizations, etc.

(3) Story expansions and theme transfers -
  through songs;
  through dance;
  through play;
  through games;
  through poems and chants;
  through recordings, etc.

Since all language learning requires repetitive oral practice, one or two-day reviews of the two week units were interspersed throughout, with specific story themes often brought back on request of the children.

All these language considerations governing bilingual communication of a literary curriculum, were fitted into the Program through a Daily Lesson Plan (App. B-1) which provided the Bilingual Teacher Specialist with the overall structure and suggested techniques for each day's lesson. In keeping with the rationale of new learning arising out of and following from known elements, each lesson presented first some familiar, then new material, and concluded with familiarity once again. The Daily Lesson Plan thus consisted of three horizontally presented lesson parts:

(1) Warmup Activity - using previously introduced material and a quick language pattern review.

(2) Center-of-Interest Activity - using a new story theme or a new variation of the theme, including a new level or new step in language and literary development.

(3) Closing Activity - using summary and familiar material.

In addition, the Daily Lesson Plan contained three main information columns, presented vertically, pertaining to:

(1) Audio-Visual Materials such as the Giant Book, musical instruments, toy objects, puppets, tape recorder, etc.

(2) Language Patterns - in Spanish and English - - as specific terminal goals of the day's lesson.

(3) Teaching Suggestions as to method, techniques, or approach.

Throughout all these activities, either target language had come to be used in several specific and repetitive ways which the children had learned to expect and look for. All programs were so designed that the language emphasis could be interchanged to best meet the classroom needs of both language groups. Spanish, for instance, might have been used as an introduction and conclusion for the story, as an occasional "audience aside" during the story telling, and as a comprehension check by way of questions following the story; English, in turn, would have been the lingual vehicle for the actual telling of the story; or vice versa. This built-in flexibility made it possible to adjust to growth in language development; and because of this flexibility, the curriculum would also be able to serve the needs of classrooms with predominantly native divergent or disadvantaged speakers of English, in the form of an all English program of language and literature for the Early Childhood and/or Primary years.

Daily, the children engaged in some repetitive practice dialogues, in order to anchor specific language patterns and make conscious the pleasures of newly acquired accomplishments. Whereas motivation in conventional linguistic pattern practice is often missing, commands to "open the door" for Little Bear or "put on the hat" for him, or to "walk like Indian Two Feet or like Peter on a Snowy Day , or to "jump", "run", "fly" like a rabbit, horse, bird, evoked past story situations and made all commands and respective responses meaningful. This also meant that in spite of the program's basic dependence on oral communication, one could still reasonably expect a specific stimulus to elicit a specific response or a certain limited range of responses, even during the unexpected give-and-take of a dialogue situation. Here, as in all teacher-pupil exchanges of the Readiness Project, the bilingual teacher stimulated or cued each child in either target language without exerting any pressure. The children were encouraged to participate actively according to their abilities. Repeated observations confirmed that this was particularly important for the Spanish-speaking child whose bilingual abilities ranged all the way from zero to near-fluency, and for the withdrawn and non-lingual child of any background who needed a choice of acceptable non-verbal responses; and perhaps for all the English speaking children learning a foreign language, and/or many Negro children perfecting their own language: as their minds and bodies naturally raced ahead of their speech, "actions spoke louder than words," i.e. an action-response often preceeded and/or accompanied the verbal one, in a natural sequence from listening-comprehension to action and, finally, to verbalization. Thus a child's participation sometimes took the form of a bodily response, sometimes interaction with objects, sometimes mimicry and imitation in the target language, sometimes a choral response, sometimes a musical response, and sometimes a creative response in the native or target language, or a combination of any of these. In such a manner, all children came to feel that any language could communicate ideas, thoughts, information, and feelings, in any number of ways.

> Many of the principles underlying early childhood education were found to be strikingly similar to modern methods of language teaching: young children thrive on repetition, imitation, and mimicry, and they learn in short frames; language, be it English or foreign, is also best learned in this way.

Because repetition and recall are essential elements for successful acquisition of language skills and, when properly motivating, are also vital characteristics of a successful early childhood program, the Bilingual Readiness Project's curriculum was so designed that the bilingual language patterns as well as the literary story characters, i.e. the children's story "friends", reappeared again and again, both horizontally within the daily lesson and the two week unit, and also vertically across the units throughout the entire year's program. In this manner, the linguistic repetition and recall necessary for language reinforcement, became de facto meaningful communication (in addition to remaining a literary experience also), rather than artifically created learning material structured for limited purposes and supported by insufficient motivation. (Page 35).

Thus, for example, a language item like "touch _____!" or "walk to _____" reappeared daily, many times, within one specific literary unit, in a variety of forms, and was used and manipulated by the children in both Spanish and English, easily a hundred times throughout the two weeks developmental sequence; in addition, the same item reappeared, for example, in two subsequent literary story units, again used bilingually and with the same high frequency. Since each story was regularly expanded by two or three songs, each of these central language items reappeared several times in each of the supportive songs. (Page 36). By its very nature, a song once introduced, became a self-sustaining independent tool for repetitive yet motivated language practice because of its powerful impact through rhythm and melody, making for ease of memorization and recall.

Similarly, and supporting the repetitively reappearing language patterns, the literary animal characters also reappeared sequentially and repetitively in both story and song. The "bear", for example, in addition to his daily presence within the two week story unit, reappeared actually in six of the thirteen story units, and in five songs; the "rabbit", for example, reappeared in four of the thirteen story units, and in six songs and games, while, for example, the "bird" reappeared in four of the units and in two of the songs and games. (Page 36).

It is particularly interesting to note that the Bilingual Readiness Program, while literary oriented, also introduced all of the conventional groups of items usually covered in beginning language instruction such as greetings, parts of the body, articles of clothing, colors, foods, family members, numbers, animals, etc. (Page 37) Aural comprehension and lingual production was constantly yet naturally practiced as Paul and Judy and Muffin, to refer to just two stories, introduced the children in natural language patterns to eyes, ears, face, hair, skin, and the accompanying songs reinforced and expanded these and related items and patterns further to other parts of the body - head, foot, hand, nose, etc.

Similarly, language patterns pertaining to articles of clothing that appeared in Little Bear - hat, coat, snow pants -

Sequential Reappearance of Some of the Animal Characters In 13 Story Themes

Animal Character	1	2	3	4	5	6	7	8	9	10	11	12	13
Rabbit	x				x	x				x			
Dog		x			x								
Bird		x			x	x						x	
Cat		x			x	x							
Horse				x	x	x							
Bear							x	x		x	x	x	x
Elephant								x		x		x	
Duck										x			x

Sequential Reappearance of Some of the Animal Story Characters In Story and Song/Game Themes

	Number of Reappearances		
Animal Story Characters	in 13 Story Themes	in Song/ Game Themes	Total
Rabbit	4	5	9
Dog	2	3	5
Bird	4	2	6
Cat	3	2	5
Horse	3	3	6
Bear	6	4	10
Elephant	3	1	4
Duck	2	1	3

Samples of Language Item Groupings in Story Theme Units

Sample Language Item Group	Story Theme Units												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Food									x	x	x	x	x
Clothing						x	x						
Animals	x	x		x	x	x	x	x		x	x	x	x
Parts of Body	x	x		x			x					x	x
Colors			x		x	x	x	x		x	x		
Numbers			x	x	x			x		x		x	x
Family Members	x			x	x	x	x		x		x		x

were reinforced and further expanded through the actual dressing and undressing of a toy bear, and through the children's own additional clothing - gloves, shoes, etc.

Introduction of food items such as carrots, apples, honey, fish, bread, meat, water, milk, cheese, eggs, throughout various stories, was again reinforced and expanded when the children could Feed The Animals in the Zoo story, then with toy foods and toy animals, and finally in actuality through a class trip to the Zoo.

Colors were first introduced in the Fall through the story theme of falling leaves, changing from green to red, yellow, and brown; at Halloween, black and orange, naturally, were brought in, and Christmas and Winter, supported by three story themes, reviewed all these colors, adding the missing blue along with winter white. Later on, Easter time and a related story theme set the scene for additional audio-lingual practice of old and new color language patterns, supported by actual color mixing activities - that is, pink out of white and red, purple out of red and blue, while painting Easter eggs.

Often it was possible to combine two or more groupings, such as clothing and color, food and color (such as Easter eggs), and even parts of the body and color - such as in the related Easter song "Pink ears are listening; Pink eyes watch out; Who is that peeking? Is there any doubt?", referring of course to the Easter Rabbit with his basket of colored eggs.

Motor activities such as to run, jump, ride, climb (up and/or down), put on, take off, stop, go, go on, walk, paint, sing, dance, play (the drum, for example), touch - these activities in their many different forms were woven throughout the programmed story theme units, thus providing repeated opportunities for simultaneous acquisition of language and concept formation.

In this manner, children's literature - in addition to its own inherent values - rather than an artificially formulated teaching structure, proved capable of teaching the skills of language, native as well as second.

> The mastery of skills was thus fused to meaningful language usage, while the young child's universal love of motivated repetition was utilized as a natural teaching device. This also meant that language learning was inseparably linked to - not separated from - thought communication, and that both the language and thought patterns were of a high order of quality and excellence, and that they remained at all times in the service of vital communication of content of significance.

Most important, however, from the point of overall developmental and educational goals was the fact that language and literature was thus introduced simultaneously, and at an age when readiness for both were highly operative. The feasibility of developing a curriculum which could meet not only the skill goals of language instruction but at the same time also the goals of a second curriculum area - in this case, early childhood literature was hereby established.

What emerged from the Bilingual Readiness Project then was not only a successful experiment to develop bilingual readiness for one's own as well as a second language and culture, but a literary curriculum - coupled with a specific methodology and technique - that gives language learning its natural place, not as an end in itself, but as a powerful vehicle of communication within the spiral and cumulative framework of school instruction.

(C) TECHNOLOGICAL DESIGN

At the time of pre-Project planning the use of electronic instrumentation in pre-school and early grades was practically non-existant. However, the authors felt that their past experiences with technological approaches to education at upper grade levels indicated that certain aspects, if properly age-adapted, might make contributions of their own to the learning situations of very young children, and to the teaching opportunities at those levels.

Ever since the advent of the language laboratory as a valuable instructional tool some twenty years ago, it had been assumed that the systematic use of electronic instrumentation was limited to the older student. Until only very recently, it was believed that for a variety of reasons, neither the teacher nor the pupils in early grades could really benefit from microphones, earphones, tapes, etc. However, observations of the use of electronic tools in the Bilingual Readiness Project, especially during the second year of classroom activities, dispelled any such assumptions.

In keeping with available technology, electronic tools suitable to the children's age, were used as sensory extensions. A system of electronic "Satellites" (a term originated by the children), designed to center and follow the Bilingual Program in several Kindergartens, incorporated tape recorders, headphones, and cartridge tapes with recorded versions of the bilingual literary stories and the supporting songs. Since these cartridge tapes were made available to the Kindergarten teachers shortly following the live presentations of the two weeks theme unit, they brought back to the children - as they grouped around a table or lay on a mat - language experiences in a specific content which otherwise could not have been recalled in the classroom at will. This made possible individual recollection (and reinforcement) according to spontaneous individual desire and need, without the imposed conformity or time delay of a teacher-directed review. (Pages 41).

While pre-recorded stories, sound effects, songs and rhythms were often used by the Bilingual Specialist as planned supports of her program activities, the most significant use of such electronic instrumentation was made by the classroom teachers themselves - outside the regularly scheduled 15-minute bilingual class activity. As the curriculum developed throughout the year, classroom teachers were supplied with taped versions of newly presented stories and newly learned correlated songs and games. Thus, most of the stories and songs were made available to the children on tape cartridges for additional voluntary recall via

Education technology extends attention span.

headphones, and they were eagerly and daily used by the children, most often as the first spontaneous activity upon arrival in school in the morning.

Children of all backgrounds joined around the "Satellite" to re-live the various experiences of the Bilingual Program in the privacy of the electronic communication system. It was noted that the interest and enthusiasm continued equally among all the groups, and equally among boys and girls; significantly, the novelty effect did not wear off. Significantly, also, groups of children remained in the privacy of their electronic headphones for extended periods of time in a manner of relaxed participation.

> It was interesting to watch children suddenly get up and dismiss block play, train tracks or trucks, where they had been participating in noisy group play, and seek out the private attention offered through headphones, and watch them participate in alert yet quiet repose.

Also in the experimental vein, a system of two-channel tapes could expose the two language groups exclusively, yet simultaneously, to their respective target languages. Since both tape channels could be synchronized, the children, through headphones, could participate together in the same program at the same time - the native Spanish speakers in the all-English program and the native English speakers simultaneously in the all-Spanish program.

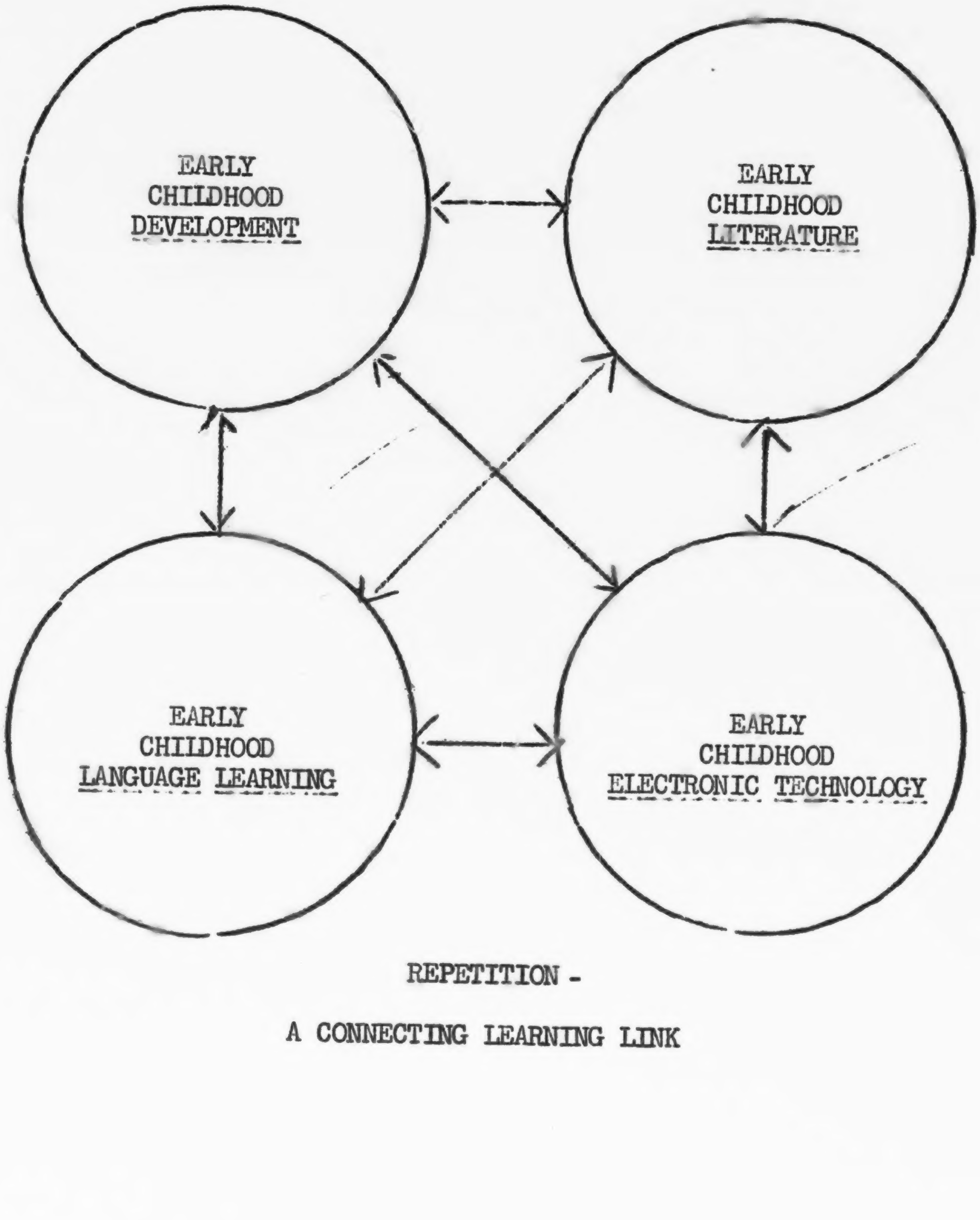
While it is not new to record children's voices, the preclusion of errors when recording children, is seldom thought of as a motivational and psychologically constructive strategy. In the Bilingual Readiness Project the children, regardless of background, welcomed opportunities for recording favorite songs and stories through special techniques, making possible the kind of good recordings that enhanced the children's image to themselves, to their classmates, and to their teachers.

All technological instrumentation was arranged in a manner that the children themselves could handle most of the technical functions. Observations of today's five and six-year-olds showed them already familiar with such technical communication tools as microphones, headphones, walkie-talkies, and tape recorders; and those children who had not handled such tools previously, demonstrated in the Project a high degree of psychological and technical readiness to do so. These observations noted the prevailance of technical readiness as existing alongside other forms in much the same manner as bilingual readiness exists alongside reading readiness, numbers readiness, etc.

Directly connected with the systematic and appropriate use of electronic tools in Early Primary Grades, past assumptions regarding the limited attention span of young children also had to be revised. Repeated observations showed that a well-programmed electronic presentation of superior quality and of unquestionable motivation, significantly increased the children's attention span well beyond age expectations. Apparently the kind and quality of children's attention depends largely on situational factors; therefore, when the normal and customary classroom disturbances, distractions and interruptions were eliminated through electronic technology, the children's natural curiosity focused exclusively on the specifically selected learning items, and the attention span increased.

Another observed result of properly applied technological instrumentation was the children's repeatedly exhibited readiness and need for individual learning and for self-study. When a child was given the opportunity to re-live, at his own volition, and at his own time, and in the privacy of the electronic communication system, some of the group experiences of the classroom, he immersed himself imaginatively once again into the "reality" of the learning experiences of the program. Because repetition and mimicry - fundamental requirements for all skill learning at any age level - are also the natural and welcome learning avenues in early childhood, it appeared from observations that a well-programmed electronic presentation of superior quality could be a powerful motivation for individual self-study and reinforcement for the young child. (Page 44).

Another interesting phenomenon, and confirmed repeatedly, was the fact that in-grouping ceased completely around the electronic "Satellite". While children, in play or art work, often chose close friends to share a work table and so tended to stay group-bound, the individual and private aspects of the headphones apparently needed no other companionship but the recorded "living" voice. Thus, the children's spontaneous reach for headphones naturally led to entirely mixed groupings of children from all backgrounds.


EARLY
CHILDHOOD
DEVELOPMENT
EARLY
CHILDHOOD
LITERATURE
EARLY
CHILDHOOD
LANGUAGE LEARNING
EARLY
CHILDHOOD
ELECTRONIC TECHNOLOGY

REPETITION -

A CONNECTING LEARNING LINK

(5) INTENSITY/EFFICIENCY OF PROGRAM DESIGN

Thirteen final experimental selections from early childhood literature formed the focal points as well as the points of departure for an equal number of experimental curriculum units. Each curriculum unit consisted of about ten daily lessons, i.e. about ten days or two school weeks of classroom work.

One year's curriculum in the Bilingual Readiness Program included:

(a) Approx. 130 lessons focused around 13 selections of childhood literature.
(b) Approx. 15 lessons of bilingual activities planned for special occasions such as holidays, birthdays, etc.
(c) About 20 review lessons of previously presented bilingual lesson material.

Expressed in terms of actual hours, a year's curriculum represented a total of only about 40 to 45 clock hours. This unusually high efficiency of the program can perhaps best be noted by the fact that a two weeks theme unit represented only about two and a half hours of classroom work - in other words, half a school day or a single Kindergarten morning - yet it covered not only the original presentation of the bilingual story and its many variations of retelling and dramatizations, but also the presentation, practice and acquisition of two or three theme-supporting bilingual songs, theme-related action games and play, and also the daily periods of pattern practice plus a review of previously presented materials.

While the Project's allotment of about fifteen minutes per day frequently appeared too short, it would not have been possible to cover the vast amount of spirally sequenced and developmentally staggered material in any other form of scheduling but through a daily (even if limited) allotment of the total two and a half hours available for a two week unit.

In other words, the briefness of the daily period was compensated for by the inherent efficiency factor and by heightened intensity and motivation which made possible a high degree of concentration and optimal utilization of available time both by the bilingual teacher and the children.

(E) TEACHER TRAINING DESIGN

Since innovative training programs to generate creative teaching on multiple levels and across subject matter lines are needed for today's integrated classrooms serving multi-purpose needs, today's teachers need opportunities to observe such programs in actual operation as part of their own teacher preparation programs.

Since the Bilingual Readiness Project In Primary Grades was a Demonstration Project, actually demonstrating an innovative methodology, approach, and technique, it was also conceived - by implication - as a teaching device for teacher training. Because it was carried out by a trained Specialist Teacher, and supervised by the Program Coordinator, it was in fact informally available as a source of demonstrable new devices for the teachers and student teachers connected with the Project, the school staff, and for the frequent visiting teachers, administrators, and supervisors.

As a result, it soon became obvious that the Bilingual Readiness Project was especially suitable for teacher training purposes, particularly because:

(1) It was a planned and generally structured program with overall programming for the entire year, yet retaining developmental freedom throughout.

(2) It was subdivided into manageable two week units, sequentially developed over the year, and sequentially developed within each unit, with a basically reoccurring pattern.

(3) Each lesson was only of 15-20 minutes' duration, and had been planned for maximum children's participation and a high degree of individualization without conventional group separations, yet consciously aware of subgroup class structure.

(4) Each separate lesson was developed with a definite aim in mind, and arose logically out of previous lessons, reviewed old knowledge, introduced new elements, and laid foundations for the next day's lesson.

(5) Innovative technology incorporated new approaches to teaching and learning.

(6) The approach, methodology and techniques focused on psychological factors, utilized readiness factors, and aimed for intellectual creativity in all children in the integrated classroom.

From the point of view of providing teacher training for language teachers on Early Childhood levels, or vice versa, it is worth noting, perhaps, that when the teachers in Kindergarten and Pre-Kindergarten had opportunities to observe the Program, they repeatedly expressed regret that their college teacher training in early childhood education had not required of them the study of a foreign language as a second major and its accompanying course in methods of teaching language, both foreign and English; student teachers expressed the same thoughts, and visiting college supervisors saw team supervision from both the language and early childhood departments as a logical possibility for a combined practice teaching experience on these levels. Visiting principals saw the program as an in-service teacher training device, and visiting school and public librarians saw training opportunities in special techniques of story telling and selection for libraries serving bilingual, integrated, or disadvantaged groups.

(E) DISSEMINATION DESIGN

PARENTS' AND PARENT GROUPS' AWARENESS

The effects of peer interaction during the 15-minute daily bilingual classroom activities would probably have been far less significant had it not been for the extremely enthusiastic and overwhelming support given to the aims, purposes, and conduct of this Project by all parent groups irrespective of racial, ethnic or socio-economic backgrounds. This positive reaction appeared significant at a time when the New York City school system, like so many others, found itself in the midst of pressures from various groups.

At first it was thought that parents had made contact with the Bilingual Program as they visited the classrooms of their children during teacher conferences; as it developed, however, most of the parents had been informed of the Bilingual Program already prior to their school visit, by the children themselves.

Parent interviews were conducted for the first time during 1964/65, informally, as part of the parent-teacher conferences. While the comments received were almost entirely and consistently positive (a fact later further verified and amplified through personal contacts), it was felt that the actual number of parents thus interviewed was too small and did not include a varied enough sampling of multi-ethnic backgrounds.

For this reason, a second series of parent interviews was conducted in the spring of 1966 through direct telephone contacts by Project Staff members who sought answers to a series of specific and identical questions. Thirty out of a potential total of one hundred fifty parents were reached:

(1) 90% reported that their child had talked about the program at home;

(2) 87% further stated that their child used the new language (Spanish or English, as the case may be) at home;

(3) 70% felt that their child did, outside of class, play with a child of another ethnic or racial background, and that he or she felt more at ease in such situations due to his or her experiences in the Bilingual Program;

(4) 90% indicated that their child felt extremely positive about the Program;

(5) 97% expressed strong positive feelings about the ideas of the Bilingual Program. (Pages 53-55).

Because of the daily presence in the classroom of a Staff Observer and/or the Program Co-ordinator-Supervisor, in addition to the Bilingual Teacher, it was possible to maintain close and continuing contact with a great number of parents throughout the Project's two year's experiment. This type of informal on-going contact proved invaluable in illuminating the out-of-school impact of the Bilingual Readiness Project in terms of life attitudes and life experiences both on the children and their parents. The parents reported, for example:

(1) that a Spanish child was invited by an English speaking child to a birthday party;

(2) that bilingual songs were sung spontaneously at an English birthday party;

(3) that a Chinese child was invited to a Spanish party;

(4) that Spanish speaking children sang and danced the new songs at home and that they taught bilingual song and games to their younger brothers or sisters, even babies.

(5) that English speaking children corrected their parents' Spanish pronunciation;

(6) that some of the English speaking fathers acquired Spanish-English dictionaries in an attempt to learn with their children;

(7) that English speaking children noticed with interest other languages being spoken on the street, in restaurants, in stores, etc., and that they tried to understand what was said;

(8) that the children came home happily excited when a new non-English speaking child joined the class - a Swedish child, a French child, a Spanish child, and that the children showed a great deal of solicitude toward the non-English speaking child;

(9) that the children, while shopping, often identified on their own initiative various foods and articles of clothing bilingually, and playfully answered commands in the second language;

(10) that some of the second generation Spanish children now could converse with older family members in Spanish - a fact which many of their older brothers or sisters had rejected;

(11) that the children from the Bilingual Program established a new relationship with older siblings in upper elementary or junior high school who were beginning to study Spanish as a foreign language;

(12) that children, both English and Spanish, rediscovered some of the books used in the program, in the school library or at home, and that some attempted to "read" them to their younger siblings, imitating the techniques of the bilingual specialist;

(13) that the parents, stimulated by their children, found themselves on new terms with parents of other ethnic groups when meeting in the elevator, in the supermarket, or on the street;

(14) that several of the English-speaking parents decided against transfer of their child to private school, and that prospective Kindergarten parents decided in favor of the Public School Kindergarten - both because of the Project.

Besides these individual contacts, groups of parents in all participating schools had opportunities to see their children participate in special bilingual school programs such as Puerto Rican Day. In addition, Project staff members gave slide-illustrated presentations of the Project's program and activities, supported by tape recordings of the children, before Parents Association and other specially called meetings.

The enthusiastic support shown to both the Project's aims and activities by all groups of parents irrespective of their own backgrounds, was a strong indication that the involvement of the parents had resulted in a new awareness of the place of bilingual programs of superior quality in today's multi-grouped classroom, and that the Project had stimulated a recognition by the parents of the varying needs and contributions of different ethnic , racial, and other cultural groups. (Pages 51-55).

Parent Interviews, April, 1966

(A) Interview Facts.

Telephone interviews were conducted with a total of 30 parents of children participating in the Program. The interviewer (who was bilingual) tried to determine whether Spanish or English was the language of communication in the home. Apparently, 7 of the 30 parents interviewed used Spanish in their home, while the remaining 23 parents indicated that English was being used.

(B) Text of Telephone Interview.

"I am Mrs. (name of interviewer). I work with the Spanish-English Project at your child's school. Your son/daughter (child's name) is in Mrs. (teacher's name) class.

I would like to ask you a few questions:

(1) Do you know about the Spanish-English program?

(2) Does your child sometimes talk about the "Spanish/English lesson"?

> (What does he say? Does he mention stories? Which ones? Songs? Games?)

(3) Does your child sometimes use some Spanish (English)? Does he sometimes say something in Spanish (English)?

(4) Does he ever sing a song at home? Which one?

(5) Do you feel your child occasionally speaks or plays with a Spanish (English) child? Do you think he feels more at ease with a Spanish (English) child because he is in the Spanish-English program?

(6) Does your child seem to like the Program?

Parent Interviews - Continued

(7) -(a) Do you like the idea of the Program?
-(b) Would you like to see it continued?
-(c) Why? Why not?

(C) Statistical Results of Interviews

Question	Total Replies Received: 30		
	Yes	No	Indefinite
(1)	30 (100%)	0 (0%)	0 (0%)
(2)	27 (90%)	0 (0%)	3 (10%)
(3)	25 (83%)	1 (3%)	4 (14%)
(4)	12 (40%)	3 (10%)	15 (50%)
(5)	21 (70%)	1 (3%)	8 (27%)
(6)	27 (90%)	1 (3%)	2 (7%)
(7) -(a)	29 (97%)	0 (0%)	1 (3%)
-(b)	29 (97%)	0 (0%)	1 (3%)
-(c)	29 (97%)	0 (0%)	1 (3%)

Parents Interviews - Continued Comments

"Mother thanked for this 'imaginative, wonderful' program. Mother is musician, speaks four languages, says Ted has profited greatly."

"Mother wants this 'great idea' continued. Child uses words, sings songs, talks of stories and games."

"Ann loves program, understands Spanish people on her street, knows more than her brother in Grade 4 who has also Spanish program."

"Mother says Rodney is delighted, teaches his sisters, sings songs; mother would like program to continue."

"Mother thinks it is marvelous and 'superior way of introducing a new language'. Susan speaks of program all the time - has chosen Magda (a Spanish child) as a friend, now. Mother says that all the parents she knows are delighted."

"Mother thinks program is very important. Tommy likes it, uses words and songs. Mother is sad that her 1st grade daughter did not have the same chance."

"Mother thinks it is a marvelous idea and 'most necessary in our world today'. Her other daughter had program last year and loved it, was disappointed not to have had it this year. Erika has become very aware of Spanish language when she hears it in street .....sings Spanish songs, mentions progress of Spanish speaking boy (Felix) who she says is now much better because he is learning English."

"Wants program definitely continued. Jacques competes with his older brother who is learning Spanish (Grade 4). In the beginning Jacques spoke a great deal about the program, but now he is a little upset because he cannot read and write Spanish yet and therefore does not want to speak of it in front of his older brother - but there are Spanish speaking children in the neighborhood and sometimes the father brings Spanish speaking people home, and then Jacques does speak and sing in Spanish."

Parents Interviews - Continued

Comments

"He loves it, adores Mrs. Ayerbe. Loves all the songs, performs anything in front of anyone. It is Joshua's favorite part of the day. Mother cannot remember all the songs and stories, but knows that Joshua does."

"Mother has boy in Kindergarten and daughter in first grade, both in the Program. Both children discuss it, sing songs and talk about the stories."

"Mother says she knows from personal experience that 'this is the time to reach children in another language'. Is delighted."

"Peter is not very communicative at home about anything he does at school, but he often speaks about the Spanish program to his sister."

"Mother is working, grandmother takes care of Kaja. Kaja went to a Cuban party and was only English speaking child but said she understood because she now knows some Spanish."

"Mother definitely wants program continued. Mother is an anthropologist, feels positive. Daniel has repeatedly invited Spanish children, has had difficulties with the Spanish parents who are reluctant to have their children come, for many reasons."

"Mother says Roderi loves program, sings songs, teaches his two little sisters."

"Mother says that Spanish is spoken at home at times; that Robert tells of stories, games, sings songs - loves the program. Mrs. Ayerbe is his favorite teacher. Robert has brother in Grade 4 who hates Spanish because 'it is boring'. Mother says it is due to the difference in approach; would like this approach continued throughout the grades."

Parents Interviews - Continued Comments

"Mother is very happy about program. Daniel is very proud of this program - mother feels it helps him tremendously although family is Spanish and speaks it at home. She says that Daniel pronounces much more clearly and is far more willing to accept his native language because of the program. Older boy, not involved in the program, has quite a different attitude and mother wishes he had Spanish in school, too."

"Mitchell loves it - has friends who help him in Spanish too - sings songs."

"Mother is teacher, thinks program is great. Would like to see it continued and followed all through the grades."

"Mother has twin girls in program; they use Spanish among themselves - songs, games, words."

"Mother knows Spanish, speaks Spanish with Philip who loves program."

"Mother thinks program should be continued. Gina hurries in the morning so as not to miss program."

CLASSROOM TEACHERS' AWARENESS

In order to stimulate among educators an awareness of the factor of bilingual readiness as existing along the other readiness factors and of its value in the total education development, the regular classroom Kindergarten and Grade 1 teachers were scheduled to remain in their respective classrooms throughout the daily bilingual programs, so as to be able to observe the program and the interaction of their "own" children.

Twice during the Project (once during 1964/65, and once during 1965/66) the classroom teachers were furnished a Teacher Observation/Evaluation Form for commenting on the following questions:

(1) What are your reactions to the Bilingual Readiness Project to date?

(2) What do you feel is the most important contribution of the program to your class? Do you feel that this contribution (whatever) has any unique features?

(3) In what way would you like to see the program improved?

These Observation/Evaluation Forms as well as a series of personal interviews indicated an often fresh awareness by the classroom teachers of the possibilities of all the children, but especially those of other than English backgrounds; a new awareness of the effects on the second-language learner when given the opportunity to partake in the curriculum bilingually, rather than exclusively through the handicap of an inadequately known medium; and a new awareness of the sharing aspects of a curriculum planned for all groups of children within the classroom.

(Pages 57-62)

Summary Observations of Classroom Teachers
1965-1966

Contents of Questionnaire:

(1) What are your reactions to the Bilingual Readiness Project to date?

(2) What, in your opinion, is the most important contribution of the program to your class? Do you feel this contribution (whatever) has unique features?

(3) In what way would you like to see the program improved?

Responses to Question (1):

Teacher A
"I found the program stimulating, educating and continuously enjoyable to the children from start to finish. I feel that much of the readiness this class shows, is due in great part to the 15 minutes spent each day in the program. The program encompasses so many areas other than pure language arts that I am sure that the children involved got so much more out of it than can ever be measured."

Teacher B
"Studying from the response of the children, both in terms of enjoyment and in terms of learning, I feel this program is an excellent one. I believe these children have had a very special opportunity which should be given to all in this country."

Teacher C
"This has been a program which the children have enjoyed greatly. The (bilingual) teacher was greeted enthusiastically each day. I feel very strongly that this is the time to start language learning and hope that the program will continue. Many children seemed to have developed a real feeling for Spanish."

Classroom Teachers - Continued

Teacher D

"I found the whole program very interesting and enlightening. The materials used, such as the (giant) picture books which were large, attractive and full of action, easily led to dramatization. The toys used were very stimulating. The tunes to the music were short and catchy and often led to action. The feeling for language was made interesting through informal and repeated experiences."

Teacher E

"The philosophy upon which the program is based, is admirable and realistic. It reflects a great deal of feeling for children. Not only are the children learning a new language, but they are becoming more familiar with children's literature. The children benefited from the program in many ways."

Teacher F

"I feel the Bilingual Readiness Program has been most successful. The children are most enthusiastic about it and have learned a great deal."

Teacher G

"The Program is progressing successfully. Teacher and visual materials are excellent. Children are enthusiastic and eager for each day's period. Children are learning!"

Teacher H

"It has been a very gratifying and worthwhile addition to our program. I think much of the credit must go to (the teacher) whose enthusiasm, charm and perceptive teaching has made the program exciting to the children and to me."

Teacher I

"The children are very much interested in it. They look forward to (the teacher's) arrival and eagerly participate in the program. The Spanish speaking children enjoy recognizing familiar songs."

Teacher J

"It is very attractively packaged, very exciting and stimulating. The children enjoy it and look forward to it every day. On the whole, it is extremely effective. I am delighted to be part of the program."

Classroom Teachers - Continued

Teacher K
"I think that this is a fine program. Our English speaking children have developed a fine Spanish vocabulary."

Responses To Question (2):

Teacher A
"The most important contribution was the happiness and excitement I observed in my non-English speaking children during the bilingual lesson and when they used the tape recorder equipment by themselves. The expressions of knowing, and the thrill of being talked to in their native language was indescribable."

Teacher B
"There is no question that the 'feel' for and learning of Spanish are the most important aspects. In addition, the Spanish speaking children have participated in this area, where they have not in English programs which may be similar."

Teacher C
"The children have learned listening skills. They are able to verbalize what they have heard. They have gained an appreciation of the problem of NE (non-English) children."

Teacher D
"The most important contribution were the audio-visual materials. The children were not only perfecting what they had learned, but it also created a feeling of sociability between the English and Spanish speaking children."

Teacher E
"Spanish speaking children are learning to speak English and English speaking children are learning to speak Spanish."

Teacher F
"The Spanish speaking children feel a greater importance. In the regular Kindergarten activity some were shy and reluctant to speak because of feelings of language inadequacy. Now they have more confidence

Classroom Teachers - Continued

and speak up more, both in Spanish and English. The English speaking children now have more respect for them. This is a great step towards social and cultural integration."

Teacher G
"The Program gives the Spanish children a feeling of belonging. English children love the fact that they are learning a new language. The program give the American (English) children respect for another culture."

Teacher H
"It has given the Spanish speaking children more confidence and status in the class, and the English speaking children a feel for the Spanish language. This is unique in the sense that an English speaking teacher could not do it as well without special materials and a knowledge of Spanish."

Teacher I
"It has helped to create a feeling of communication between the English speaking and the Spanish speaking children. Formerly, when Spanish was spoken, the English speaking children felt excluded. This program allows them to share an experience."

Teacher J
"The contributions are threefold. It provides potential for actual language learning, enhances understanding of another culture and language, and gives Spanish speaking children a chance to feel at home, participate, even excell."

Teacher K
"Our Spanish speaking children are learning English more rapidly because of the stories and songs taught in both languages. This program has established a close band between our children."

Responses to Question (3):

Teacher A
"I would like to see it extended, not improved. I feel my afternoon class would have benefited tremendously from the program. I also hope that the children

Classroom Teachers - Continued

who have had the benefits of the program for two years, will be considered and that in some way they will have it continued without a break until they enter Junior High School."

Teacher B
"I have no suggestions which could improve the sessions. The use of many kind of illustrative materials, the permitting of the children to use all their senses (hearing, sight, smell and touch) are fine. The fact that they are given opportunities for physical activity is excellent."

Teacher C
"In view of the aims of the program I think it could not be improved. The areas covered, the skills and senses involved seem very appropriate for the Kindergarten."

Teacher D
"I think the program can be improved if the projects coincide with the projects that the class is working on. Many of the projects did coincide."

Teacher E
"I feel that the lesson should be structured to a greater degree. There could be introduction of more new stories rather than repetition of stories the children worked on the previous year."

Teacher F
"I feel the program is too perfect that I can offer no suggestions for improvement."

Teacher G
"More vocabulary could be introduced. Certain sets of disciplinary standards should be set with children at beginning. Teachers (bilingual and classroom) should concurrently decide what they should be."

Teacher H
"I would like to see more opportunity given to the Spanish speaking children to speak their native tongue as they seem to be reluctant to say words in Spanish in a bilingual situation. The English speaking children could be encouraged to appreciate the enriching experience of a second language."

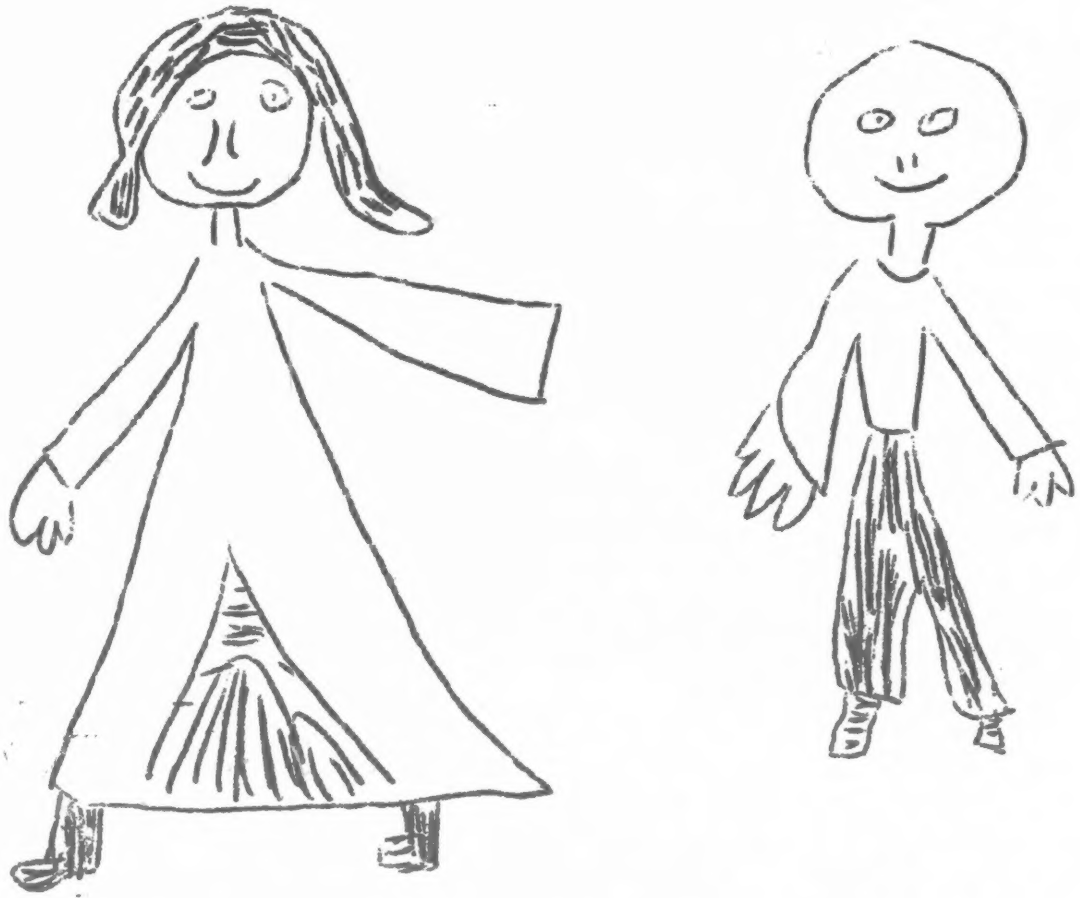
Classroom Teachers - Continued

Teacher J
"If possible, I would like (a) tapes of the stories and songs at the time they are introduced; (b) reproduction of big books and pictures for classroom use; (c) more language pattern and common vocabulary; (d) less actual repetition and more cross reference; (e) return of the puppets."

Teacher K
"I feel the program is complete as it now stands. I do hope that this program can and will be continued."

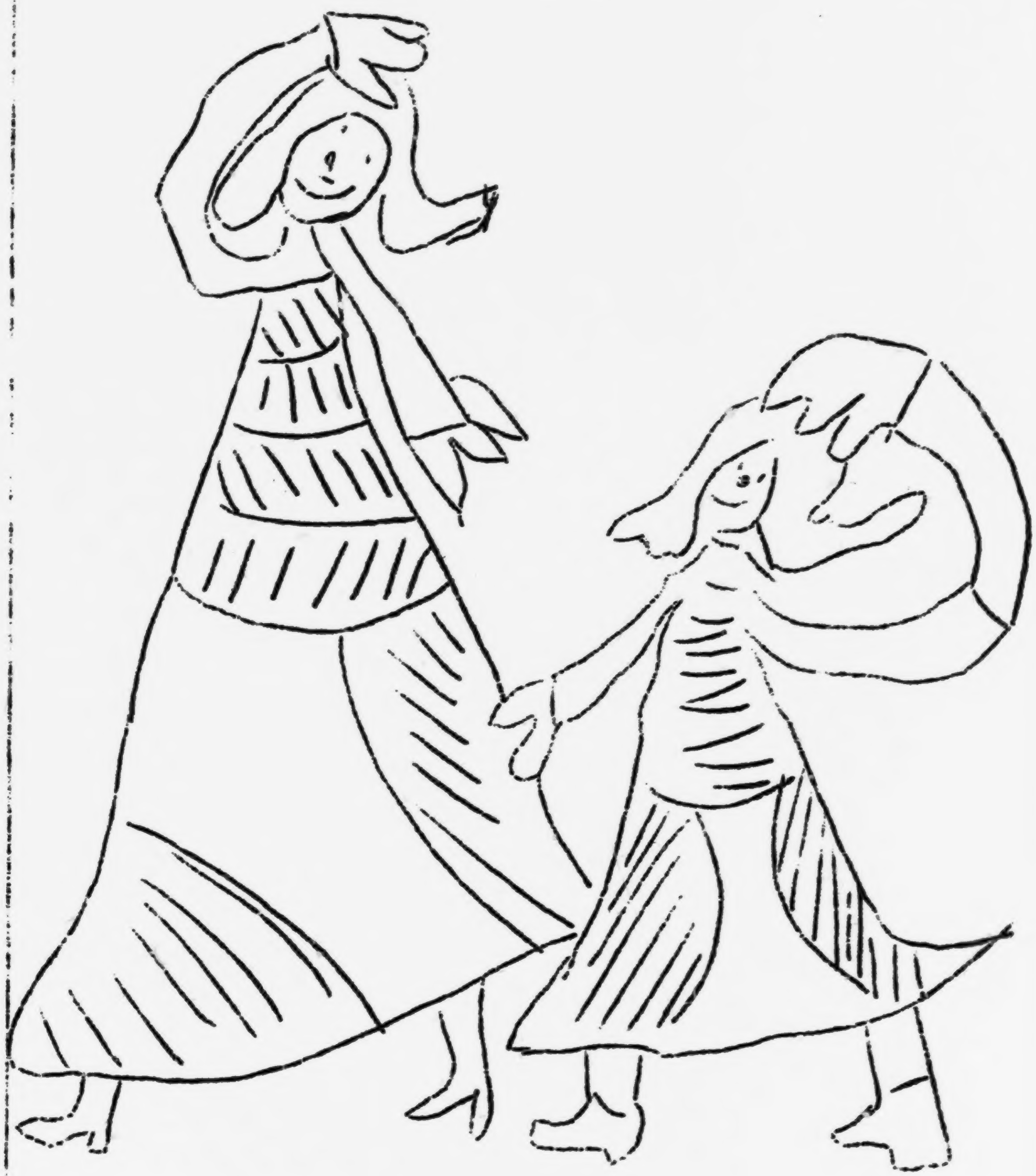
CHILDREN'S AWARENESS

As discussed in the Evaluation Design (Page), it was the children themselves who furnished possibly the most insightful and perhaps also the most personally meaningful comments on the Project's impact in terms of bilingual readiness, attitudes, and practical life-centered values. The pictorial and oral comments, a few of which are reproduced on pages , were passed on by the children to the Kindergarten teacher without any previous knowledge of the Bilingual Teacher or the Project Staff. (Pages 63-67).



"I like 'Paul and Judy'. They do many things. I like to do the things they do. I like to touch the hair. I like to pet the rabbit."

SAMPLES OF CHILDREN'S PICTORIAL AND ORAL COMMENTS (TO CLASSROOM TEACHERS)

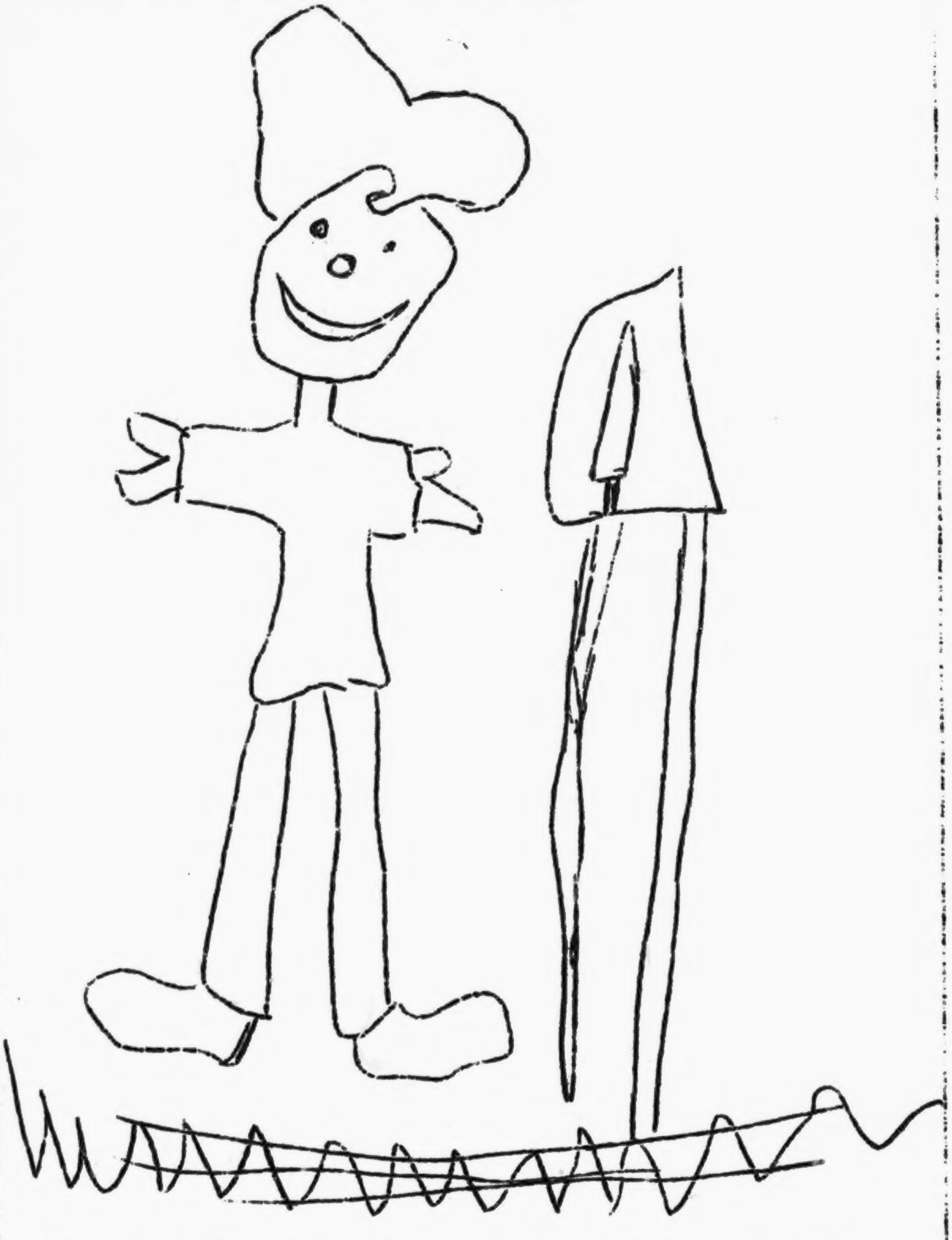


(1) "I like to play 'tóquate la cabeza'. I sing it to my little sister in Spanish. I am teaching her to say it in English too. She likes it."

(2) "I dance 'la,la; la,la,la' with her, she dances around with me. My mother is glad when I sing it in Spanish and English."

X

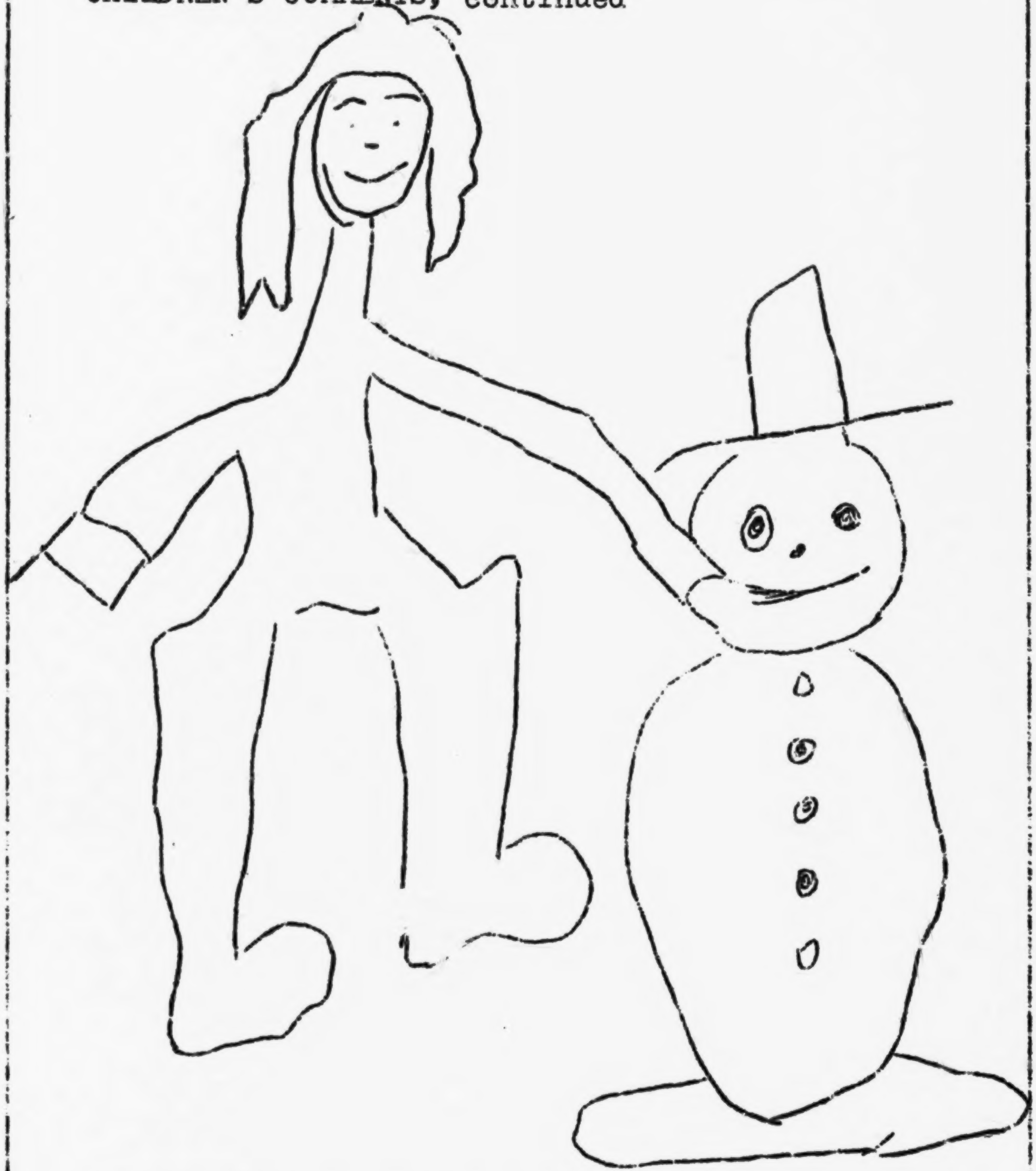
CHILDREN'S COMMENTS, continued



(3) "I like the story about 'Enrique and the Carrot'. The pictures are pretty. I like to water the carrot seeds."

(4) "My mother always used to say 'mira' to me. I didn't know what it meant. Now I know what it means.... When my mommy gives me something now, I say 'grácias'."

CHILDREN'S COMMENTS, continued



(5) "I like 'Paul and Judy'. They do many things. I like to do the things they do. I like to touch the hair. I like to pat the rabbit."

(6) "When my mommy and daddy don't want me to know what they're saying, they speak Spanish. Now, sometimes I know what they're saying. When my mother tells me to turn around, in Spanish, when she is brushing my hair, I know what she means."

CHILDREN'S COMMENTS, continued

(7) "I like Muffin."

(8) "My mother comes from Puerto Rico. She is a nurse. She is glad that I speak Spanish in school so I won't forget it... I like 'one, two, three Little Indians'. I can sing it, in English and Spanish."

(9) "A lady phoned my mommy. She spoke Spanish to me. I understood what she said. My grandmother is surprised that I can speak Spanish now."

(10) "I like the story about Bobby and Betsy. They climb up the tree. I like it when they open up the book and make a big tree."

(11) "My mother comes from Cuba and Speaks Spanish to me. She came to see the lesson one day. My father only speaks English and I'm teaching him to speak Spanish. I sing Spanish songs to him that I hear in school. He likes them."

INFORMATION AND PUBLICITY

The Bilingual Readiness Project received a good deal of unsolicited publicity and professional attention, through the public mass communication media, and by word of mouth among parents and educators, both locally in the City and surrounding suburbs, as well as nationally in various parts of the continental United States and even internationally in Europe and Latin-America.

(1) Newspapers, both national and local, disseminated well written, informative reports, both through photographs and in print. (App.

(2) Television Networks, both in the USA and in Canada, reported on the Project.

(3) Professional articles, published in a number of educational journals, disseminated information on the Project in various fields such as Foreign Languages, English as a Second Language, English, Psychology, Audio-Visual Media, Early Childhood, and General Education. (App.

(4) Slide and tape-illustrated Demonstrations and Reports on local, state and national levels, brought forth a consistent response of keen interest to the concept of this educational effort - an interest which is continuing, particularly in areas like Arizona, California, Connecticut, Florida, Illinois, Massachusetts, New Jersey, New York (State), Texas, and also Puerto Rico and the Virgin Islands.

(5) Demonstration Workshops for teachers, some already begun, are planned to continue.

(App. F).

(III) CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

(A) CONCLUSIONS

(1) It was possible to stimulate and develop bilingual readiness within the framework of the Early Childhood/Primary curriculum.

(2) Focus on language readiness illuminated the broad spectrum of readiness in general.

(3) Bilingual readiness was demonstrated to exist along other forms of readiness such as readiness for numbers, music, art, science, literature.

(4) The presence of multiple readiness in early childhood made possible a multi-purpose curriculum and invited teaching across subject matter lines.

(5) Multiple readiness factors of the five year old favored a simultaneously introduced dual curriculum of language and literature carried on, in addition, in a bilingual setting.

(6) Bilingual readiness plus beginning skills of formal language learning were readily acquired within a context of literary language usage.

(7) A bilingual multisensory approach made possible an experience-type of comprehension by fusing lingual and sensory communication.

(8) A bilingual multisensory approach made possible an expanded range of possible responses for all children.

(9) Bilingual reading readiness techniques became readily a part of bilingual language readiness techniques.

(10) Technical readiness of the very young child was found to be a newly emerging factor to be considered in planning teaching/learning strategies.

(11) Young children's attention span was extended well beyond age expectation with the aid of electronic technology.

(12) The use of educational technology in Kindergarten and early Primary grades has a motivated basis in the young child's love of repetition and mimicry.

(13) It was possible to stimulate and develop positive attitudes and respect toward one's own as well as a second culture.

(14) Teaching through literary stories united children of all backgrounds, in contrast to teaching through "daily living units" ("our family") which tended to separate the children.

(15) The literary story of merit was found to be meaningful and of value to all young children regardless of language, ethnic, racial, cultural, or socio-economic background.

(16) Group consciousness of the young child faded against the reality of his childhood imagination.

(17) Mastery of skills can be fused to meaningful language usage when language learning is linked to thought communication; beginning skills can be linked to qualitative end products when literature and language are simultaneously taught.

(18) Many principles underlying early childhood development, were found to be strikingly similar to principles underlying language learning.

(19) Early childhood development, early childhood literature, and early childhood language learning can be linked into a Bilingual Readiness Program through the principle of repetition fundamental to all three curricular areas.

(20) Available materials of high quality early childhood literature, illustrations, and music, were suitable for a bilingual readiness program if adapted through a specific method of intentional simplification and patterning, and if especially selected to meet linguistic criteria for teaching and learning purposes.

(21) Through a bilingual approach it was possible to help preserve the language of a minority group while simultaneously making possible the acquisition of that language as a foreign language by the majority group.

(22) When the language of the minority group is also taught as a foreign language in the classroom, it changes from low to high status value, and the presence of the minority children in the classroom is no longer considered a disadvantage by the majority.

(23) The Bilingual Readiness Program of high quality was able to meet simultaneously the enrichment needs of one group, and also the basic needs of other groups of children in the same classroom.

(24) Technological instrumentation illuminated every child's need for some periods of privacy and a motivation for self-study.

(25) Bilingual Story Telling accompanied by greatly enlarged illustrations commanded absolute attention and involvement on the part of all children.

(26) A bilingual early childhood literature curriculum lays foundations and links up to future studies - be they English or Foreign Language Literature.

(27) Children's oral and pictorial comments provided insights on the Program's impact beyond the observable classroom reactions.

(28) The Bilingual Program provided the classroom teachers with new awareness of the teaching/learning potentials of non-English children.

(29) A high quality bilingual program containing enrichment characteristics tended to influence middle class parents positively toward Public School.

(30) The Bilingual Readiness Program stimulated among English speaking children an awareness of other languages.

(31) The Spanish speaking parents welcomed the use of Spanish in the Bilingual Program as a means of maintaining the Spanish ability of their children within the all-English school environment.

(32) In a bilingual or multi-ethnic classroom it was possible, through childhood literature, to preserve and further American heritage, traditions and values without disrespect or damage to other ethnic groups of children.

(33) A demonstrated bilingual program of educational merit produced in all groups of parents, irrespective of backgrounds, a new awareness of the need for such programs in integrated multi-group classrooms.

(B) IMPLICATIONS AND RECOMMENDATIONS

Analysis and evaluation in terms of the original objectives soon made it apparent that certain contributions went considerably beyond the original intent of the Project. Particularly, during the second year of classroom experiences, additional situations came into focus which facilitated further insights. While these were directly connected with the rationale and purposes of this Project, they invite further investigations into several project-related areas:

(1) Developmental Age, Language Development, and the Age of Pre-Literacy.

While the children in the Bilingual Readiness Project brought with them into the classroom horizontal differences in background and, even more importantly perhaps, vertical differences in experience and personality, observations of Kindergarten children indicated that, regardless of background, all children at this age appeared unusually ready for a program matching their stage of development and maturity.

Repeated observations of Kindergarten children in the Project also pointed up the oft noted but perhaps educationally insufficiently understood or insufficiently appreciated fact that while the children were still in a pre-literacy age in terms of human development, they had reached a stage of language development in which they were ready for a high degree of ideational content. This factor was observed to be in keeping with the general stage of development of the five-year-old child, which is thought to be at once cumulative and culminant, and at the same time readily available for new intellectual creativity. The question arises then: How shall we respond or address ourselves to this summital type of childhood development that carries within itself the inherent readiness for new and/or further learnings?

Observations in the Bilingual Readiness Project pointed to the need to explore further the development of an enriched, enriching, integrated, coordinated curriculum in order to tap and anchor all the available resources of this self-contained age; mere introduction of the mechanics of skills to hasten on literacy (or bilingualism) would bypass the depth and breadth potential of this age.

A strategically planned curriculum is therefore needed, using the medium of ideational language and thought communication for intellectually creative purposes.

(2) Language, The Literary Age, and Literature Readiness.

The Bilingual Readiness Project attempted to respond to the multiplicity of potentials in all children by exposing them simultaneously to a language and literature curriculum, and offered, in addition, in a bilingual setting.

Since the children in the Bilingual Readiness Project were in a pre-literacy, not in a pre-literary age, literature was offered to them orally, in the age-old tradition of oral literature, i.e. story telling. And in keeping with this tradition, music and songs, similarly chosen, were pre-selected to support the literature, and to highlight the rhythm of the language. Illustrations similarly pre-selected were greatly enlarged to enhance the literary mood and feeling.

The rapt attention when every word counts, the intensified look when every picture reveals - the significance of such responses for education warrants further study in view of repeated observations of them in all age children in the Bilingual Readiness Project regardless of ethnic, language, racial, cultural or socio-economic backgrounds; and in view of further observations of the frequent restorative, i.e. therapeutic effects which stimuli such as these hold for many, in releasing the motivational - apparently a priori - readiness for learning.

Since the Bilingual Readiness Project was programmed sequentially and entirely around high-quality children's literature, readiness for literature in general and especially for high quality literature, was thus given full recognition and anchorage at the very same time that readiness for bilingual - and lingual - communication was being fostered. In this way, children in their earliest school years were given a literary foundation - stemming from the oral tradition of literature, and offered in a bilingual "milieu" - to serve them as a link for future literature studies, whether these be in English Literature, Foreign Language Literature, or both.

It is to be recommended that dual programs in language and literature in the early phases of language learning - now so rare - be developed on several grade levels in the elementary grades so that skill learning through qualitative end products might serve a dual educational purpose all at once.

One also wonders why the skill of language learning is so rarely tied to another curricular area within the framework of school instruction so that language could take its natural place, not as an end in itself but as a powerful vehicle of communication. This again is needed on a variety of subject levels to fit the spiral and cumulative framework of school instruction.

(3) Multisensory Perception and Multiple Readiness.

The systematic application of basic principles of early childhood development to the overall pedagogy of the *Bilingual Readiness Project*, lead to the development of a methodology and technique perhaps best described as the *multisensory approach*. This approach emanated from the underlying principle of multisensory perception as a central and unifying factor to all childhood learning, providing for a multiplicity of experiences on a variety of levels. In such a manner, the emerging developmental stages of early childhood were brought into active interplay with specific learning situations.

In view of the effectiveness of these approaches, a far more intimate relationship between the principles of learning and the art of teaching is called for. Additional teaching programs need to be developed that make use of multiple learning possibilities, and that are structured so as to actualize these in a variety of ways and forms, and on a variety of levels, to bring forth learning through individual responses in all children regardless of any qualifying background factors.

For when the multisensory approach remains central and when the awareness of emerging stages is consciously tied to de facto learning situations, the factor of multiple readiness not only lays early foundations for a variety of subject matter, but also illuminates the varieties of thinking modes as exhibited in the children's responses to encounters with learning situations - such as the inductive, deductive, critical, analytical, analogical, inquiring, and questioning and particularly the intuitive, reflective, and philosophical; and also the forms these processes took - such as the imaginative, poetic, practical, etc. Such observations invite further study and investigations, both for curriculum planning and teacher training.

As for the bilingual readiness factor operating along these approaches, further study is warranted of the motivational and therapeutic factors also operating here, in view of repeated observations that bilingual readiness made non-lingual children more lingual; that the bilingual opportunities appeared to make success in arithmetic possible for many; and that many children, not yet readers, strained to read the print during oral and musical presentations of literary picture stories.

(4) Technology and the Teacher.

The emergence of technical readiness - a natural development, in keeping with the automatic adoption of new technology and innovation by the youngest of the race - manifested itself throughout the Project, and it will have to be considered in future programming along with other readiness factors in early childhood.

As a result of repeated observations of children's encounters with technology, it could be concluded that the young child's attention span could be increased significantly through electronic communication, and that stimulation and possibilities for self-study prevailed because the young child's natural love for repetition and natural desire for periods of privacy complemented the programming techniques of technological instrumentation - both of these depending, however, on motivating content of superior quality. Observations such as these warrant further study for the promise they hold for education.

Immediately, some questions arise: What is the role of the teacher in this new technological environment where the young child already feels at home? And what part, or what areas of the teaching/learning process can the teacher of the young child safely delegate to the electronic tool? And having established this division of the workload between man and machine, how will the teacher in the earliest grades go about the difficult and tedious job of program preparation, a task which in itself demands a great deal of skill and creativity?

It is recommended, therefore, that the teacher in the Elementary grades, Primary and Early Childhood included, be made aware of her new role and challenging task, and her new relationship to the world of Education Technology; and having been made aware of her new opportunities and responsibilities, that the teacher be offered adequate help and training in order to be able to take fullest advantage of them. Teacher training programs, lectures, workshops, summer institutes, in-service training, and, above all, a closer rapport between the technologist and the educator are in order.

(5) Language Preservation, Language Acquisition, and Bilingual Readiness.

When languages are conceived as natural human resources, their squandering becomes a waste that man often belatedly regretted. Educational preparation for both a monolingual American society and a multilingual world society need be in no way viewed as conflicting goals. In a country of multi-ethnic origins, such as the United States, it appears entirely feasible to preserve lingual multiplicity within a basically monolingual educational system, judging from the results of this Project.

Repeated observations in a variety of classroom constellations indicated that, as in the case of technological readiness, the youngest of the race appears ahead of adults in adapting to new needs and realities. The children in the Bilingual Readiness Project demonstrated a high degree of psychological readiness for language multiplicity, and they appeared extremely ready and receptive to methods of natural lingual conservation and natural lingual acquisition; to respond to these dual goals simultaneously, appeared to them entirely natural.

In view of such observations, a program of language conservation suitable to various lingual pockets in the United States should be planned in American education, concurrently with the acquisition of English as a second language and along with corresponding language teaching programs.

What was done in English-Spanish and tried in English-German, could be attempted in any number of language constellations, according to geographic practicalities, in a series of educational programs of simultaneous lingual preservation and acquisition. In such a manner could education help conserve one of man's own natural resources.

(6) The Preparation of Teachers, the Multi-Purpose Curriculum, and the Integrated Teacher.

Initial investigations had indicated that present teacher preparation programs do not as yet provide dual programs combining language training with training in early childhood education, nor do they combine early childhood teacher training with a language study and training program. The accompanying practice teaching opportunities have also not yet been provided for in either case.

Reversedly, and perhaps even more urgently since they already possess the skill of a second language, a pre-FLES training program is missing for language teachers - be they FLES or TESOL - to teach language at the pre-school and early Primary levels. A pre-FLES language training program combined then with early childhood education as a second major area of study, and providing practice teaching at the early childhood grade levels, team supervised, could provide the dual preparation program now lacking for training language specialists in the early years. Further considerations are also called for to determine how a continued use of demonstrations suitable for teacher training, such as provided by the Bilingual Readiness Project, could become a more permanent part of teacher preparation for both early childhood and language teachers.

One wonders why dual programs in these two fields are still so rare, since the principles underlying early childhood education are so strikingly similar to modern methods of language teaching, and since these two fields therefore appear naturally compatible with each other. This is also true from the point of view of the child himself whose natural bilingual age falls precisely within the Early Childhood/Primary age.

However, aside from the relatively simple administrative adjustments of teacher preparation programs in these two comparable and compatible areas, the most challenging need today is for innovative changes in the qualitative preparation of all teachers to generate creative teaching on multiple levels and across subject matter lines. Innovative teacher preparation programs, both scholastic and pedagogical, are yet to be created for what may perhaps be termed the integrated teacher - one so responsive to the many dynamic factors of readiness at all age levels that he can serve as catalyst for the multi-purpose curriculum of today's integrated classrooms, as these are committed to the reality of education for all, in democratic societies.

APPENDIX

The William T. Sherman School
Public School 87 Manhattan
160 West 78 Street, New York 24
ENdicott 2-0912
Arthur L. Block, Principal

December 23, 1966

Dr. Paul King
Bilingual Readiness Project
78 East Palisade Avenue
Englewood, New Jersey 07631

Dear Dr. King:

During the 1964-65 and 1965-66 school years we were privileged to have had your Bilingual Readiness Program in Kindergarten and First Grade classes. We found it very valuable indeed, especially in the following respects:

. The Spanish-speaking children were able to identify with and relate to the teacher, and basked in the importance given to their background, thereby augmenting their own self-esteem.

. The English-speaking children realized the difficulty of learning a second language, and sensed the problems that non-English speaking children face in school.

. Many varied learnings grew out of the program, besides the obvious language learnings: listening skills, pattern and structure in language, oral expression, literature, music, and social living experiences. In general, it was a superb adjunct in reading readiness.

. The teachers carried on some of the program's features (particularly music) with afternoon Kindergarten groups that were not taught directly by the Project teacher and have continued to do so this year, now that the Project is no longer in operation here.

Thank you for permitting us to participate in a most valuable experience for our children.

Sincerely yours,

Arthur L. Block

Arthur L. Block
Principal

alb/fbs

OPERATION RECLAIM
BOARD OF EDUCATION
OF THE CITY OF NEW YORK
131 LIVINGSTON STREET
BROOKLYN, N. Y. 11201
TEL: 596-3969
852-4618

CARL B. ERDBERG
DIRECTOR

MRS. DAISY C. HICKS
ASSISTANT DIRECTOR

October 17, 1966

To Whom It May Concern:

As the principal of P.S. 145 Manhattan, I had the good fortune to have the Bilingual Readiness Program in three Kindergartens the first year of the program and in both Kindergarten and a first grade class the second year.

Our parents were extremely enthusiastic about their children learning Spanish at so young an age, the children learned a great deal and the faculty constantly spoke highly of the program.

In my opinion, the Bilingual Readiness Program should be taught in all schools of the City if this were possible.

Sincerely yours,

Carl B. Erdberg

CARL B. ERDBERG
Director

CBE/ms

BOARD OF EDUCATION
OF THE
CITY OF NEW YORK

NATHAN JACOBSON
DISTRICT SUPERINTENDENT

TEL. UNIVERSITY 4-6570-1-2

OFFICE OF
SCHOOL DISTRICT 5
300 WEST 96TH STREET
MANHATTAN 10025

October 4, 1966

Dr. Paul E. King
Bi-Lingual Reading Project
Box 429
Englewood, New Jersey 07631

Dear Dr. King:

On the basis of your description of the objectives of the bi-lingual reading project and one observation made by me at P.S. 87, I would be inclined to say that this activity has much to commend it for pupils in a bi-modal population such as the one served by P.S. 87. The few parents to whom I spoke were most enthusiastic about their children's reactions to the activities provided them.

I would add that the experiences involved in being exposed to this bi-lingual approach have a positive effect on enriching the background of the children. It is regrettable that the high cost of this proposal does not permit its continuance or expansion at this time.

Sincerely yours,

NJ:PA

NATHAN JACOBSON
District Superintendent

COPY

McCORMICK THEOLOGICAL SEMINARY
McGaw Memorial Library
Chicago, Illinois

June 2, 1966

Dr. John B. King
Assistant Executive Superintendant of Schools
110 Livingston Street
Brooklyn, New York

Dear Dr. King:

The Bilingual Readiness Project has evoked considerable interest among some of us here in Chicago. Just the other day I found myself acting as a Spanish interpreter for a PTA group in our area of the city. The Bilingual Project, it seems to me, has special merit for many large urban areas of our country where a number of ethnic and racial groups, particularly children and youth, meet, play, and study in a common educational and social situation. So often the social problems are confounded by serious cultural deprivation and further compounded by the inability of the people concerned to communicate clearly. Children when given the opportunities seem to respond quickly and freely.

For several years I was director of the Colegio Americano in Caracas, Venezuela in which we had children from literally a dozen national origins. Although Spanish was the language of the country and of the school, the children from other lands learned to communicate not only in Spanish but also in English. In part it was because of the instruction available, but it was also because the environment was amicable to a variety of cultural expressions. It was in this connection (twenty years ago) that I first came to know Dr. and Mrs. Paul King and to learn to appreciate their intercultural concerns and efforts. It is through them that we have learned of the achievements in P.S. 87 in Manhattan as well as through educational journals and the public press.

I would like to urge that the Bilingual Readiness Project be continued and expanded not simply for what it does for the children of the community that are involved, but also what it can do as a demonstration to others beyond the Hudson. Here in Chicago I work voluntarily as Chairman of the Department of Urban Church of the Presbytery of Chicago. More often than not we face the problem of "breaking the language barrier" in mobilizing community support for the development of community organization. I am convinced that we must redouble our efforts in the area of communication in order to make way for better intercultural understanding, and that this must begin with children and youth.

Sincerely yours,

Calvin H. Schmitt
Librarian

CHS:dlc

JWW:MPM

Acting Director

May 18, 1966

Mrs. Bruce J. Gould
Chairman, Education Committee
Yorkville Civic Council
411 East 69 Street
New York, N. Y. 10021

Dear Mrs. Gould:

I have received your letter of May 10, 1966 addressed to Dr. John B. King. Your letter urged Dr. King to give high priority to the continuation and expansion of the Bilingual Readiness Project in Primary Grades. I am sure that Dr. King is sympathetic, as I am, with the objectives of the project to demonstrate the values of a bilingual readiness. Dr. Paul E. King recently presented a very interesting overview of his work in the New York City schools at a conference arranged by Executive Deputy Superintendent Dr. John B. King.

I visited with Dr. Paul E. King last year in the three elementary schools participating in the project. I was favorably impressed by the achievement of the pupils as well as the attitudes and interests which the program stimulated in the young children.

The value of the program itself has been apparent to those of us who have observed it. The major question that faces Dr. Donovan and Dr. John B. King is that of budgetary provisions for such a program in the New York City schools. On the matter of budget, I can only sympathize with the many serious problems and decisions which the superintendents face during the next school year.

Sincerely,

J.W.W.

J. WAYNE WRIGHTSTONE
Assistant Superintendent

✓ CC:Dr.Paul E.King

YORKVILLE CIVIC COUNCIL
411 EAST 69th STREET
NEW YORK 21, N.Y.
—
TRafalgar 9-8900

May 13, 1966

Dr. J. Wayne Wrightstone
Bureau of Research & Evaluation
Board of Education
110 Livingston Street
Brooklyn, New York

Dear Dr. Wrightstone:

May we urge you to give utmost priority for continuation and expansion of the Bilingual Readiness Project in Primary Grades which has been initiated by Dr. Paul E. King in three elementary New York City schools for the past two years. The USOE Project number is D-107.

The concept of the story-theme Bilingual Readiness Project in Primary Grades offers a superbly developed comprehensive curriculum with an integrated approach to learning. The approach, based on first-rate children's literature, coordinated with music and auxiliary audio-visual materials, could be successfully used in Head-Start classes as well as Kindergartens where the composition of the classes is bilingual. In addition, we believe, these units would have great value as curriculum bases in classes where many of the youngsters have limited verbal ability for monolingual instruction. The utilization of all five senses in this program to expand the children's range of experience leads into development of verbal skills. Therefore, we conclude that the merits of the program far exceed the values derived from the bilingual language acquisition.

Through a grant from the Alfred P. Sloan Foundation, in cooperation with Bank Street College, the Yorkville Civic Council Education Committee sponsored the Spanish Economics Project in Primary Grades. We feel proud and gratified that the proven success of the project has resulted in the widespread use of the program. It would have been very wasteful for such a well-developed curriculum unit to have been set aside for "budgetary reasons." In the same sense we feel that the new curriculum developed for the Bilingual Readiness Project in Primary Grades Program should be given expanded use. The specially developed materials should be reproduced and the methods and techniques should be utilized on both a bilingual and monolingual basis. We hope, particularly, that the program can be brought to the Yorkville and East Harlem Schools of New York City also, and to other districts that request it.

Dr. J. Wayne Wrightstone
Board of Education
Brooklyn, New York

page 2, May 13, 1966

I have had the good fortune to know the Bilingual Readiness Program first-hand. My five year sold son Tom's Kindergarten class at PS 87 has participated in this project this year. As excellent as the program is in concept and development, it becomes even more so in reality because of the great ability and dedication of its staff. Dr. and Mrs. King, director and program coordinator, and Mrs. Carmen Ayerbe, an unusually gifted bilingual teacher, bring to the day to day conduct of the program great devotion, intelligence and sensitivity to the needs and potentialities of young children. Mrs. Carmen Ayerbe is a most gifted teacher, and Tom has responded most enthusiastically to her vitality.

I can further attest to the human relations value of the program because Tom's pride in learning Spanish in this program and his love for Mrs. Ayerbe have imbued him with admiration and respect for his Spanish-speaking playmates in the community.

We therefore urge you to use whatever means you have at your disposal to see to it that this timely and innovative project which can potentially serve all the nation's minorities, and which has been so unanimously well received by parents, teachers and the children, be given the needed time and funds to continue its work and serve as living example to other school systems. It seems that even one more year would accomplish this.

Very sincerely yours,

Karlyn R Gould
Mrs. Bruce J. Gould
Chairman, Education Committee

BOARD OF EDUCATION OF THE CITY OF NEW YORK

PS 139	Queens	7th Avenue & 140th St.	WA 6-1100
SCHOOL	BOROUGH ZONE	ADDRESS	TELEPHONE

OFFICE OF THE PRINCIPAL

May 10, 1966

Dr. Paul E. King, Co-Director
Bilingual Readiness Project
19 Grand Avenue
Englewood, New Jersey 07631

Dear Dr. King:

We are both very glad that we had the opportunity to hear your report on the bilingual project which you are conducting in three elementary schools in Manhattan.

We were excited with what we saw and heard. The program seems to fit the needs of the children perfectly. The children whose pictures we saw seemed to be acting so naturally in the language situations. To them their learning was really play, with all the keen interest, application and determination that enters into play. The way the children responded, re-enforces your belief that languages are best studied at an early age.

The success of your program is due, we think, to a great extent, to the firm educational and psychological foundations on which it is built. We hope this program will continue and gain momentum throughout the city.

Thank you for inviting us to this most interesting meeting.

Sincerely,

Gertrude and Ida Shimberg

LIBRARIAN
PS 165M

PRINCIPAL
PS 139Q

We salute Mrs. King and the other members of the staff.

DR. MYRTLE B. McGRAW
BRIARCLIFF COLLEGE
BRIARCLIFF MANOR
NEW YORK
10510

January 5, 1966

Dr. Paul E. King
245 West 107 Street
Apartment 11B
New York, N.Y. 10025

Dear Paul:

Thank you very much for sending me a copy of the proposed project of audio-lingual techniques applied to beginning reading.

At the same time I want to congratulate you on the successful termination of your study of the bi-lingual classroom. As you know I was intrigued by your study in this connection from the very beginning not only for its potential of cultivating linguistic plasticity in young children but also for the many by-products which seem to have been inherent in the situation. In the first place both teachers and children must learn to live on an intuitive basis with the electronic "hardware" which are becoming increasingly available to the classroom. Traditionally teachers have been so oriented to the mastery of fact and skills that they often overlook the potency of "feeling tones" in the classroom. The introduction of these new approaches may well serve to broaden the perspective of teachers and develop within them an awareness of the multiplicity of interacting forces in any learning situation. It seems to me that bilingual classroom offer an opportunity to develop in young children both individual and social identity.

You were a pioneer in the development of the foreign language laboratory. I am happy to see you directing your knowledge and energies to the early years.

Sincerely yours,

Myrtle

Myrtle B. McGraw

COPY

March 18, 1965

Dear Mrs. King,

I want to sincerely thank you for the opportunity to observe your bi-lingual program in action. I feel that you have initiated a most valuable program which I hope will eventually be incorporated in the entire Public School System. I was very impressed with the positive reaction of the children to the story, role playing and songs taught by the teacher. They were receptive and enthusiastic and when given a chance to express themselves, responded creatively.

I am hoping that I can somehow get such a program started in the Springfield School System and am making some contacts to see what can be done. I shall keep you informed of any progress made and of course will turn to you for guidance and help if anything materializes.

It was indeed a great pleasure to meet you and I hope to see you again with some good news concerning my efforts here.

Most sincerely,

Diana Baldwin
Bilingual Specialist

58 Shady Side Drive
Longmeadow, Mass.

MRS. IRA SHIMBERG
260 Riverside Drive
New York 25, New York

March 14, 1965

Dear Paul,

Thank you for permitting me to see your list of stories that you have programmed so far. The books are those we have successfully used in our kindergarten program and which I continue to use in my library activities. The LITTLE BEAR, the GOLDEN egg BOOK and others are delightful because of their story content and their illustrations.

I am particularly glad that you have included ASK MR. BEAR, a warm story and a great classic, as well as CARROT SEED which has such a fine ending. May I suggest that you consider for the future other favorites such as GONE IS GONE and DOWN, DOWN THE MOUNTAIN.

I am looking forward to seeing your program again, soon. May I come Friday?

Sincerely,

Gertrude Shimberg

COPY

THE ROOSEVELT HOSPITAL
428 West 59th Street -- New York, New York 10019

February 16, 1965

Dr. Paul E. King, Co-Director
Bilingual Readiness Project
Hunter College
695 Park Avenue
New York 21, N. Y.

Dear Dr. King:

I cannot tell you how impressed our Play Therapist, Miss Gilbert, and I were at seeing your project of bi-lingual education at work. I don't think there is anything, anywhere, to compare with it.

To see a group of little children, switch with the greatest of ease, from English to Spanish and back to English again, without giving more importance to one language than to the other, must give the children, not only two languages, but also the benefit of two different cultures that will enrich their lives and will make them more tolerant of people and things that are different from them. In the group there were no foreign language, no foreigner...

Of course, such a program can only be successful if it is done by well trained and dedicated persons with an uncommon intuition of what is needed. They must also recognize the fact they are teaching more than words. It is an experiment in living in the complex world we are in today and making it a happier one for all.

So, many thanks for the encouragement your help is giving us...

Sincerely,

Mrs. Gurney Taylor, Chairman
Childrens' Recreational Committee

COPY

Board of Education of the City of New York

THE SCIENCE-SPANISH RESEARCH EXPERIMENT
130 West 55th Street, New York 19, N. Y.

January 4, 1965

Mr. ARthur L. Block, Principal
Public School 87, Manhattan
160 West 78th Street
New York 25, New York

Dear Mr. Block:

It was indeed a great pleasure to have the opportunity to observe your Kindergarten Bilingual classes. I was deeply impressed by both the teachers and children and sincerely think that words are not eloquent enough to convey the feeling they leave on the observer.

The ability, resourcefulness and enthusiasm of your teachers were at their optimum. The children were alert, happy and interested. They amazed me with their ability to pass from English to Spanish and vice versa with the greatest of ease.

I have informed Dr. Arnold Raisner, Director of the Science-Spanish Research Program, about your project and he is most interested in it.

There is no question this early age is the right time to start children in the learning of a new language.

With my appreciation for your invitation and with best wishes of success in your enterprise and throughout the new year, I remain,

Sincerely,

Carmen Sanguinetti
Science-Spanish Project
Junior High School Division

cc: Dr. Paul E. King

CS;bl

COPY

Dr. Paul E. King
Co-Director
Bilingual Readiness Project
78 E. Palisade Ave.
Englewood, New Jersey

May 10, 1966

re: Evaluation Report of Consultation Visits in Public Schools participating in the Bilingual Readiness Project in Primary Grades.

1) The objectives of the Project are based on the well-established need for effective intercultural communication and readiness for subsequent language teaching. The approach and methodology in this project in general reflect sound principles of guidance and teaching in bilingual milieus and the effective realization of audio-lingual language learning.

2) Most of the teaching techniques observed are highly effective.

3) The dialogs are very lively and the songs are cautiously adapted and well graded from the point of view of vocabulary and highly motivating content. The correlation of visuals and the audio recordings with bilingual teaching and follow-up activities, was very good.

4) The sequence of the stories and their gradation was well planned. Some of the text materials as well as visuals need slight improvements and some standardization in order to become generally usable in many school systems.

5) The principle of repetition and recall activities in subsequent teaching units was done remarkably well, notably in avoiding formal drill work, yet incorporating patterns for reinforcement within the dialogs and songs.

6) The interest of the children was promoted and maintained throughout the project extremely well. The adaptation of stories from international sources to the specific teaching objective was done with great skill and insight into the children's mentality. This achievement seems to be a major factor for the great success of the project. Everything should be undertaken in further continuation of this or similar projects to make an exhaustive research of international children's literature and folkloristique repertories to improve and expand teaching materials.

7) The tape recordings used in the Project were extremely effective because they incorporated different voices of children as well as adults from both cultural environments and represented a good selection of microphonogenic voices. The frequent use of musical instruments by the bilingual teacher also played a major role in enhancing the great motivational value of the teaching units.

COPY

8) Final comment:

With further improvements and developments in the standardization of teaching schedules and teaching materials, the Bilingual Readiness Project will serve as a model for an effective initial step in creating intercultural understanding and bilingual readiness in many areas of the United States where local sources of bilingual communities can be tapped. Special care will have to be taken, however, on the assurance of the continuity of such programs from the Kindergarten throughout the third or fourth grade. Shortcomings of FLES-Programs as they frequently exist today will thus be combatted in a more efficient way than ever before.

Prof. Eric W. Bauer
Chairman, Committee for Applied
Linguistics and Methodology
Department of Modern Languages
University of Notre Dame

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

CENTER ON INNOVATION
IN EDUCATION
NORMAN D. KURLAND, DIRECTOR
GEORGE E. BLAIR, ASSOCIATE DIRECTOR
518-474-6458

December 12, 1966

Mr. Paul King
Box 429
Englewood, New Jersey 07631

Dear Paul:

I wish to express our appreciation for your presentation. It was very informative and exciting. I am sure that you will be hearing from some of our people or others to whom they spread the news about your work.

Do keep us informed of further developments.

Sincerely yours,

Norman D. Kurland
mog

Norman D. Kurland

NDK:mog

Dictated but not read

COPY

1 Haven Avenue
New York, New York

January, 1967

Dear Mrs. King,

Let me thank you for giving me a glimpse of your work in this most fascinating program you and Dr. King introduced and worked out. What is said in this paper is the most intelligent and most human, civilized approach I have yet encountered --- I hope it will receive the publicity it deserves and be adopted on different levels and in many programs of education.

I shall try to reach you by phone --- will you do the same? I am still at the Columbia Presbyterian Medical Center directing the Speech and Hearing Clinic and lecture in otolaryngology at the College of Physicians and Surgeons, Columbia University. My latest brainchild -- a book* -- is described in the enclosed leaflet.

Hoping to see you soon I am with fondest greetings,

Shulamith Kastein

(Director, Speech & Hearing Clinic
Columbia Presbyterian Medical Center
College of Physicians & Surgeons,
Columbia University)

*"THE BIRTH OF LANGUAGE: The Case History of a Non Verbal Child" By Shulamith Kastein and Barbara Trace. Published by Charles C. Thomas, Illinois, 1966.

May 15, 1966

Dr. John King
Executive Assistant Superintendent
Board of Education
110 Livingston Street
Brooklyn, New York

Dear Dr. King:

Upon completion of my evaluation of the Bilingual Readiness Project in Kindergartens at PS 87 which I had the privilege to observe, I would like to express my great appreciation of the valuable work which was done in the past two years. I think the purpose of this pilot project in social and cultural communication is one of the most worthwhile causes in modern education of today. I want to congratulate you and the teachers, especially Mrs. Ayerbe and Mrs. King for the wonderful work performed in teaching the little ones.

In studying the syllabus and the method I was extremely pleased when noticing the great motivation achieved through this interesting approach in utilizing a bilingual situation of socially privileged and obviously less privileged five-year-old children. Another striking observation was the apparent ease and great interest with which tape-recorded songs and stories were accepted by the children and the degree in which multisensory media were effectively applied in the teaching procedure. Since visuals and audio-aids were liberally used and the presentations were well coordinated, the children could develop an amazing amount of the ability to recreate stories, act out contents of songs, and participate in free interchange of the Spanish and English version of the lesson materials. I think that this project should not only be continued on the preschool level, but also integrated into the sequence of the first three or four grades of Primary School in order to provide a really solid foundation for foreign language learning in elementary schools. To learn a foreign language as a part of the wider experience of intercultural understanding between American and Puerto-Rican children to me seems to be one of the most timely and urgent tasks of the New York School System as well as of many school Systems in the country at large.

Let me again express my high appreciation and great esteem of this project derived from the delightful experience which I had in observing the classes.

Sincerely yours,

Prof. Eric W. Bauer
Chairman, Committee for Applied
Linguistics and Methodology
UNIVERSITY OF NOTRE DAME
South Bend, Indiana

GRADE:

BILINGUAL READINESS PROJECT USOE D-107 SECTION K HUNTER 301

OBSERVATION/EVALUATION REPORT

SUMMARY OBSERVATIONS

Day: M T W TH F	Date:	Total classes obsvd:	Observer:

EMPHASIS:

Story:
- Telling ( )
- Choral Responses ( )
- Dramatization ( )
- Puppets ( )
- Musical ( )
- Other ( )

Song(s)

Games:

Review:

Other:

THE LESSON:
("What")

THE PRESENTATION:
("How")

SUMMARY:

Form: OER-2-865

- add extra sheet as needed -

Attention: (yes) (no)

Participation:

( ) Pass./listen
( ) Act./bodily responses
( ) Act./singing
( ) Act./repetitions
( ) Act./questions
( ) Act./creative replies
( ) Act./volunt. doing (acting)
( ) Act./volunt. saying (verbalizing)

Class:

****

Class:

****

Class:

****

Visitors:

Who?____________________ Affiliation?____________________

****

- add extra sheets as needed -

SAMPLE

DAILY LESSON PLAN

USOE D-107 (K)

PRELIMINARY DRAFT

Date ______ Unit ______
Day ______ Lesson ______

Activity	Res. U. A.V.	Suggestions	S	E
I. Opening Warmup				
II. Center of Interest				
III. Closing				

BILINGUAL READINESS PROJECT USOE # D-107 HUNTER # 301

PRE-TEST #1, 1964-65

PS__________ Kg #__________ Kg Teacher__________

PUPIL		Date	TEST											COMMENT
Name	N. L.			A					B					
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Test Admin:__________

Pre-Test #1

English/Spanish Audio-Lingual Proficiency

(1) Pupils to be tested: all Kindergarten children participating in the Program.

(2) When: During first two weeks of school. To be completed not later than September 30, 1964.

(3) By whom: the test is to be administered live (not taped) by the Bilingual Teacher-Specialist.

(4) Purpose of test: to determine the audio-lingual fluency of each child in his native and, where applicable, target language.

(5) Instructions:

(a) Languages to be used:

(aa) for native English speakers use ENGLISH for part A and SPANISH for part B (if not applicable, continue part B in ENGLISH).

(bb) for native Spanish speakers use SPANISH for part A and ENGLISH for part B (if not applicable, continue part B in SPANISH).

(b) Native Language: indicate next to child's name his NL. Obtain this information from the school's records before administering the test.

(c) Scoring: Identify any sensible response with a positive check mark. Omit marks for negative (no) response.

(d) Disposition: Sign completed test sheets and deliver them to Project Director.

TEST QUESTIONS, PRE-TEST # 1

Part A: "TELL US ABOUT YOURSELF"

(1) What's your name?
¿COMO TE LLAMAS?

Any approximation to the child's name is acceptable.

(2) How old are you?
¿CUANTOS ANOS TIENES?

Response may be verbal or visual by using fingers, or both. Correct knowledge of age is irrelevant.

(3) Where do you live?
¿DONDE VIVES?

Any partial answer will do. Child may give a street, avenue, or "in a house" etc., or just point in some direction and say "there".

(4) Do you have any brothers or sisters?
¿TIENES HERMANOS O HERMANAS?

If negative answer is given, interviewer should proceed to extend this by asking (5a):

(5a) You do not have any brothers or sisters?
¿NO TIENES NINGUN HERMANO NI NINGUNA HERMANA?

If positive answer was given to question (4), then ask question (5b):

(5b) How many brothers and sisters do you have?
¿CUANTOS HERMANOS Y HERMANAS TIENES?

TEST QUESTIONS, PRE-TEST # 1 (Continued)

Part B: "LISTEN AND DO"

Note: Introduce this section in a casual and friendly way such as: "Now we are going to play a little game; when I say something, you do what I tell you to do." Repeat command once more if child appears confused or flustered.

(6) Sit down!
¡SIENTATE!

If child has been sitting prior to question (6) then reverse order and ask question (6a) first, and then do question (7).

(6a) Stand up!
¡PARATE!

(7) Raise your hand!
¡LEVANTA LA MANO!

(8) Now, put your hand down!
¡AHORA, BAJA LA MANO!

(9) Now, shake my hand!
(OPTIONAL: Now, give me your hand)
¡AHORA, DAME LA MANO!

Interviewer extends right hand.

Place two pencils, one short and one long, on a table within reach of child.

(10) Now, pick up the short pencil!
¡AHORA, COGE EL LAPIZ CORTO (CHIQUITO)!

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LANGUAGE ITEMS BY STORY
SPANISH

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
abajo					x								
abrazo													x
abrigo							x						
abrir													
se abre										x			
¡abre!												x	
adios	x												x
afuera						x	x						
agua				x					x			x	
¡ah!							x						
ahora	x			x		x	x	x		x			x
al fin					x								
algo							x			x	x		
alta								x					
anillo	x				x								
aqui						x	x			x	x		
arbol				x	x								
arriba					x						x		
ARTICLES													
el	x	x	x	x	x		x	x		x	x	x	x
la	x		x	x	x	x	x	x	x		x	x	x
los	x	x	x		x		x	x		x	x		
las	x		x										
un		x		x	x	x	x	x	x	x	x		x
una				x	x	x		x	x	x			x
asi						x							
ayudar													
¡ayuda!								x					
bailar				x									
bajar													
baja					x	x							
bananas												x	
bomberos		x											
bosque				x									
bueno					x	x	x	x		x			x
buscar				x									x
caballito					x	x							
caballo				x									
cabeza								x					
caer													
cae							x						

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
caen			x										
estan cayendo			x										
esta cayendo						x							
cama						x							
camello												x	
caminar				x				x					x
camina				x		x							x
campana					x								
cansado				x		x		x		x			
cantar													
canta								x					
cara	x												
carne												x	
carro		x											
casa										x	x	x	x
casita												x	
cascabeles					x								
cebras												x	
cerca												x	
coger													
coge					x						x		
COLORS													
amarillas			x										
amarillo									x				
cafe			x										
rojas			x										
verdes			x										
comer												x	
comen												x	
comida												x	
como						x	x						x
conejito	x				x	x				x			
CONJUNCTIONS													
si				x									
y	x	x	x	x	x	x	x	x	x	x	x	x	
pero		x		x	x		x	x	x	x			
porque				x									
correr												x	
corren			x										

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
cortar												x	
cosas	x												
cuarto											x		
cubrir													
cubren			x										
cueva												x	
cumpleaños													x
dar													x
da					x		x						x
decir													
dicen	x		x					x		x			
dice			x	x	x	x	x	x	x	x	x		x
dedo	x												
DEMONSTRATIVES													
estos son	x		x										
este es	x	x		x		x		x	x	x			x
esta es	x										x		
eso es	x												
aquí están					x								
esta					x	x							
esto					x		x			x			
este										x	x		
día		x											x
días									x				x
doctor		x											
¿dónde...?										x			
dormir													
se duerme				x		x				x			
duerme						x							
echar													
echa									x				
elefante								x		x		x	
empujar													
empuja										x			
encontrar											x		x
encuentra				x						x			x
en seguida												x	
entonces				x									x
escondidos a los	x												
escuchar													
¡escuchen!					x								

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13
espejo	x				x								
esperar													
¡espera!											x		
estar													
está				x		x	x			x	x		
estoy								x					
están												x	
familia									x		x		
flores	x												
focas												x	
frío							x						
fuerte													x
gatito		x			x	x							
gracias						x							
grande		x				x			x		x		x
gritar													
grita											x		
hacer	x							x				x	
hace							x						x
hasta						x							
hay				x	x								
helado												x	
hermana											x		
hermano									x		x		
hojas				x									
hoy													x
huevo										x			x
indito				x									
interrogation (by inversion)		x											
inversion			x		x	x	x	x			x		
after quote (other)						x	x		x	x	x		
ir a													
va a				x						x			x
voy a					x		x						x
vamos a					x			x			x	x	x
van (a)												x	x
vas a												x	
jaula											x	x	
jirafa								x				x	

LANGUAGE ITEM BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
jugar							x						
juega	x												
¡juega!	x												
juguetes					x			x					
lana													x
lástima								x					
lastimar													
se lastima		x											
leche													x
león												x	
levantar													
se levanta						x				x			
libro												x	
llamar													
¡llama!											x		
llama											x		x
llegar													
llega					x								x
llevar											x		
loma				x		x		x					
lo que											x		
mamá	x			x		x	x		x		x		x
manana						x							
mano												x	
más					x			x					
media					x								
mirar													
¡mira!			x		x	x	x	x			x		
se mira	x												
mírate	x												
mirando					x								
mono												x	
montar				x									
moverse													
se mueve										x			
muchas	x												
mucha												x	
mucho (adv.)				x									
muneca					x			x					
muy				x		x		x	x	x			
NEGATION simple		x		x	x		x	x	x	x			x
NEGATIVE words													
nada (after verb)		x								x		[illegible]	

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
nieve						x	x						
nino(s)			x										x
ninitos												x	
noche						x							
nochebuena					x								
NUMBERS													
dos				x								x	
oír													
oye		x									x		
¡oye!											x		
ojos		x											
oler													
huele	x												
¡huele!	x												
osa							x						
osito							x	x		x			
oso											x		x
osos												x	
otra vez							x						
otro (adj.)		x					x			x			
oveja													x
pagar											x		
pajarito		x			x	x						x	
pajaros												x	
pan												x	
pantalones							x						
panuelo		x									x		
papá	x			x					x		x		
parar													
se para								x					
parecer													
parece												x	
parque												x	
parque zoologica											x	x	
patines											x		
patito										x			x
pelo	x												
pelota											x		
pensar													x
piensa										x			x

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
pequenito								x			x		
perrero											x		
perrito		x			x								
pescado												x	
pescados												x	
pie										x			
piedrita										x			
pieles							x						
pies				x									
pintar				x									
plumas													x
podar													
puedo								x					
puede		x		x				x		x	x		
policia											x		
pollito													x
poner													
pone	x	x			x						x		
¡pon!	x						x						
ponerme							x				x		
se pone							x						
pontelo							x						
por favor								x					x
POSSESSION													
"de"	x	x									x		
mi							x			x	x		x
tu							x						
su				x		x			x	x	x		
mío							x						
PREPOSITIONS													
a				x	x		x				x		
al				x						x	x	x	
por				x	x								
de	x		x		x		x	x	x				x
con	x				x					x		x	
dentro del										x		x	
para					x		x	x				x	x
entre			x										
del					x					x	x		

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
sobre			x										
en	x			x	x	x	x				x	x	
encima del										x			
prisa								x			x		
PRONOUNS													
ellos	x												
tú	x									x		x	x
PRONOUN OBJECTS													
lo					x		x			x			x
le					x	x	x		x		x		
ti							x						
te					x		x						
nos								x					
pronto						x							
proxima vez											x		
punta					x								
que						x				x		x	x
¿qué...?		x			x		x			x		x	x
¡qué...!				x	x	x	x	x		x			x
querer													
quiere				x							x		
quieres				x			x						
quiro							x						
¿quién...?					x					x		x	
¿quiénes?												x	
quitar													
quita						x	x						
regālar													x
regalo					x								
reloj		x											
roca				x									
ropa						x							
ruido		x											
saber										x			
sabe										x			
saben	x												
sabes	x												x
sé													

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
sacudir													
sacude										x			
salida												x	
salir									x	x			
sale						x	x		x	x			
saltar													
saltan			x										
salta										x			
secreto													x
seguir								x					
sembrar													
siembra									x				
semillas												x	
semilla									x				
senor											x		
senora											x		
ser													
es				x	x		x	x		x	x	x	x
soy										x			
son												x	
si							x	x					x
solo													x
sombrero							x						
soplar													
está soplando			x										
sorpresa				x	x								
subir													
sube					x	x		x					
¡sube!					x								
suben					x						x		
tambien	x						x						
tambor				x	x								
tan													x
teléfono		x											
tener				x			x						
tengo						x	x				x		x
tiene				x								x	
tienes							x						x
tener que													
tengo que											x		
tienes que				x									
tiene que				x									
tiempo								x					

LANGUAGE ITEMS BY STORY
SPANISH (Continued)

ITEM	STORY												
	1	2	3	4	5	6	7	8	9	10	11	12	13
tierra			x										
tigre												x	
tirar													
tira										x			
tocar (touch)													
toca	x												
¡toca!	x												
tocar (play)				x									
todos los			x						x				
todo	x												
todos											x		x
tren		x						x					
trencito								x				x	
traer													
trae												x	
vaca													x
venir													
viene								x			x	x	
vienen											x		
ver		x			x							x	
ves					x								
veo					x								
ve						x					x		
viento			x										
volar													
vuelan			x										
ya				x								x	x
ya no				x									
yerba											x	x	
zanahoria									x			x	

LANGUAGE ITEMS BY STORY
EN ENGLISH

ITEM	STORY												
	1	2	3	4	5	6	7	8	9	10	11	12	13
again							x						
all	x		x										x
alone													x
also						x							
already													x
another		x						x		x			x
any							x	x					
anything		x											
ARTICLES													
a		x		x	x	x	x	x	x	x			x
an										x			
the	x	x	x	x	x	x	x	x	x	x			x
ask													x
asks													x
at last					x								
baby								x					
bad								x					
be													
(to) be							x						
is				x	x	x	x	x		x			x
am							x	x					
bear							x			x			x
beat													
(to) beat				x									
bed						x							
bell					x								
be to													
(we) are to								x					
big								x					x
bird		x			x	x							
birthday													x
blow													
is blowing			x										
break open													
breaks open										x			
brother									x				
bunny	x									x			
but													x
bye-bye	x												
call													
(they) call			x					x					
calls			x		x								

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY												
	1	2	3	4	5	6	7	8	9	10	11	12	13
can													
(he) can		x		x						x			
cannot		x		x				x					
(I) can								x					
(they) can	x												
(you) can	x												
(it) could								x					
car		x											
carrot									x				
cat		x			x	x							
children			x					x					
chicken													x
Christmas						x							
climb													
climbs					x	x		x					
(to) climb				x									
climb!					x								
clock		x											
clothes						x							
coat							x						
cold							x						
colors			x										
COLORS													
brown			x							x			
green			x										
red			x										
yellow			x										
come													
comes								x					
come up													
(it) won't come up									x				
(to) come up									x				
comes up									x				
come out													
comes out										x			
CONJUNCTIONS													
and	x	x	x	x	x	x	x	x	x	x			x
because				x									

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY												
	1	2	3	4	5	6	7	8	9	10	11	12	13
but		x		x	x		x	x	x	x			x
if				x									
CONTRACTIONS													
can't								x					
doesn't										x			
don't					x								x
I'll					x								x
I'm								x					
it's					x		x	x					x
let's					x								x
that's	x						x						
wasn't							x						
what's					x								
won't							x		x				x
wouldn't										x			
cover													
(they) cover			x										
cow													x
cry													
(they) cry								x					
daddy	x												
dance													
(to) dance				x									
day		x					x	x	x	x			x
DEMONSTRATIVES													
here are	x		x		x								
that		x		x	x		x	x	x	x			
this					x	x		x		x			x
this is	x	x		x	x	x	x		x	x			x
do													
(to) do	x							x					
doctor	x												
dog		x											
doll					x			x					
drum				x	x								
duck										x			x
egg								x					
eggs													x

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13
elephant								x		x			
engine								x					
every									x				
eyes		x											
face	x												
fall													
(they) are falling			x										
(it) is falling						x	x						
(it) keeps falling			x										
fall asleep													
falls asleep				x	x	x				x			
family									x				
father				x									
feathers													x
feet				x									
fellow										x			
finally					x								
find													
(it) finds				x						x			
finger	x												
fire engine		x											
flowers	x												
fly													
(they) are flying			x										
foot										x			
friends												x	
full								x					
fur							x						
further								x					
get													
gets						x							x
get down													
gets down					x								
get up													
gets up						x							
get out of													
(to) get out of										x			
giraffe								x					
give													x
gives					x		x						x
go													
goes				x		x							x
I'll go					x								x
(to) go								x					

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY												
	1	2	3	4	5	6	7	8	9	10	11	12	13
good!							x	x		x			x
goody!					x	x							
go out													
goes out			x				x						
ground			x										
guess													x
hair	x												
handkerchief		x											
happy		x		x	x		x	x	x	x			
hat							x						
have													
(he) has				x									
(to) have				x				x					x
(you) have							x						x
hear													
(to) hear		x			x					x			
(he) hears		x								x			
help													
help!								x					
here							x	x					
hill				x		x		x					
his				x									
home													x
horse				x	x	x							
how						x							
hug													x
hurt													
(he) hurts		x											
in-a-hurry								x					
Indian				x									
INTERROGATION													
with be										x			
with do		x			x		x	x					
Inversion after quote			x			x	x	x					
Jingle bells				x									
jump													
(they) jump			x										
jumps										x			
know													
(I) know					x								
(he) would know										x			

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13
know how													
knows how						x							
lamb													x
large		x			x								
leaves			x										
like													
would like				x									
listen!					x								
little (adj.)		x		x	x	x	x	x		x			
little (adv.)					x								
look													
look!	x		x			x	x	x					
look at!			x				x	x					
(to) look			x										
to look for				x									x
(she) looks	x												
lots of	x												
make													
(it) made		x		x	x		x	x	x	x			
meet													
meets													x
mama							x						
milk													x
mirror	x				x								
mommy	x												
more		x					x						
morning													x
mother				x		x	x		x				x
moving										x			
must													
(he) must				x									
(you) must				x									
NEGATION													
with do		x		x	x			x	x	x			x
with have				x									x
new												x	
night					x								
nothing									x	x			
now	x	x		x		x	x	x		x			x

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
NUMBERS													
one		x				x		x	x	x			x
two				x									
oh!					x		x	x		x			
ones			x										
open up													
(to) open up										x			
outside					x	x							
paint													
(to) paint				x									
pants							x						
pat													
pats	x												
pat...!	x												
peek-a-boo	x												
plant													
plants									x				
play													
plays	x												
play...!	x												
(to) play							x						x
please								x					x
POSSESSION ('S)													
his	x	x		x		x			x	x			x
my							x			x			x
our												x	
your	x				x		x						
PREPOSITIONS													
at			x		x								x
before					x								
down					x	x							
for				x	x		x	x					x
from					x								
in	x		x			x							x
inside										x			
like						x							
of			x		x			x					

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY												
	1	2	3	4	5	6	7	8	9	10	11	12	13
on top of										x			
over		x											
to				x			x						
through	x		x										
up				x	x	x		x					
with	x				x					x			x
present					x								x
PRONOUNS													
he									x	x			x
I				x	x		x						x
it					x		x	x		x			x
that		x		x									
they	x												
you	x			x			x			x			x
PRONOUN OBJECTS													
it							x		x				
them					x								
us								x					
you							x						
puppy					x								
push													
pushes										x			
put													
(he) puts	x	x											
put...!	x						x						
put on													
puts on							x						
(to) put on							x						
put on...!							x						
rabbit					x	x							
ride													
(to) ride				x									
ring (n.)	x				x								
rock				x						x			
run													
(they) run			x										
say													
says				x	x		x	x	x	x			x
(they) say	x		x										

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
secret													x
see													
(to) see		x		x									
sees						x							
(I) see					x								
I'll see					x								
seed									x				
shake													
shakes										x			
sing													
sings								x					
sister											x		
sleep													
is sleeping						x							
sleeps						x							
smell													
smells	x												
smell...!	x												
snow						x	x						
so				x			x	x					
something							x			x			x
soon						x							
sound		x											
start													
starts					x								
steep								x					
stocking					x								
stop													
stops								x					
surprise				x	x								
take off													
takes off						x	x						
take													
takes					x								
teddy bear								x					
telephone		x											
tell													
(to) tell										x			
thank you					x								x
that								x		x			
there is no				x									
things	x												

LANGUAGE ITEMS BY STORY
ENGLISH (Continued)

ITEM	STORY 1	2	3	4	5	6	7	8	9	10	11	12	13
think								x					
thinks													x
throw													
throws										x			
time								x					
tired				x		x		x		x			
today													x
tomorrow						x							
tonight						x							
too	x						x	x					
top					x								
touch													
touches	x												
touch...!	x												
toys					x			x					
train		x						x					
tree				x	x								
try													
is trying										x			
until						x							
very		x		x	x	x	x	x	x	x			
wake up													
wakes up										x			
walk													
(to) walk				x		x							
walks				x		x							x
want							x						
water (n.)				x									
water													
waters									x				
what...?		x			x		x	x		x			x
what a...!				x	x								
where...?										x			
who						x							
whisper													
whispers													x
who...?						x				x			
wind (n.)			x										
wish													
(you) wish			x										
wonders										x			
woods				x									
wool													x
yes							x						
zoo												x	

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World Telegram, New York, N. Y.	March 11, 1964
Staff Bulletin of the New York City Schools, New York, N. Y.	September 14, 1964
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Educational Staff Department of Education St. Thomas, Virgin Islands	August, 1966
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Center on Innovation, New York State Department of Education, Albany, New York	December, 1966

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The New York Times. THURSDAY, JANUARY 14, 1965.

Language Teaching Tried in Kindergartens

Test Program Being Conducted in Eight of City's Schools

By ROBERT H. TERTE

Muffin, a friendly little make-believe puppy wearing a blindfold, went to kindergarten the other day and was greeted with more excitement than Mary's lamb.

With skillful help of Mrs. Martha Acosta, he made the children not only "laugh and play," but also answer questions in both Spanish and English.

Mrs. Acosta spends 15 minutes a day in each of eight public school kindergarten classes as part of an experimental program in "language readiness." Completely bilingual herself, the 27-year-old, Cuban-born teacher introduces Spanish to the English-speaking children and encourages Spanish - speaking children, through the use of their own language, to make progress in speaking English.

Accompanying the lessons on the guitar, Mrs. Acosta teaches familiar nursery songs such as "Ten Little Indians" in both Spanish and English. The children learn to count and to play games like "Simon Says," in which the instructions are alternated in the two languages.

New Story Each Week

A new story is introduced to the class each week, with a brief explanation in English. Mrs. Acosta then tells the story in Spanish, illustrating it visually with over-sized books and audibly with prerecorded tapes. The stories repeat simple words and phrases and require the children to respond by word or action.

"Guess who came to visit us today?" Mrs. Acosta asked the children during a recent session. "Muffin?" shouted the children, who were wiggling in anticipation in the chairs grouped about her.

Replacing her sunny smile with a sad expression, Mrs. Acosta explained how one day Muffin hurt his eyes, and el doctor put un panuelo grande (a big handkerchief) over them.

"Ahora, Muffin no puede ver," Mrs. Acosta said, covering her eyes. "Pero, puede oir," she explained, as the children imitated her as she cupped a hand over her ear.

With Muffin they identified the recorded tick-tock of el reloj, the screaming siren of el carro de los bomberos on its way to a fire and the excited barking of un otro perrito, Muffin's friend.

Two Purposes Explained

The children may answer in either English or Spanish, but Mrs. Acosta usually directs the questions to individual children in the language that is foreign to them. When the project began last October, none of the English-speaking children knew Spanish and the Spanish-speaking children ranged in ability from totally non-English-speaking to completely fluent.

Dr. Paul E. King, co-director of the project with Prof. Mary Finocchiaro of Hunter College's department of education, said that it had two main purposes: to develop bilingual readiness at a time when children learn languages easily, and to develop respect for the culture and language of other ethnic groups as well as one's own.

The lessons with the special teacher often give the regular teacher new insight into the abilities of Spanish-speaking children who may be silent and withdrawn in a class where English alone is spoken.

The two-year project, sponsored by a grant from the United States Office of Education, will be extended next year into the first grades of the three participating schools, Public Schools 87 at 160 West 78th Street; 145 at 150 West 105th Street; and 191 at 210 West 61st Street, all in Manhattan.

BILINGUAL READINESS PROJECT IN PRIMARY GRADES

U. S. Office of Education Project D-107
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Reprinted from:
West Side News and Morningsider, January 28, 1965

Se Habla Espanol in Local Kindergartens

This is the ninth in a series of articles on public, private, and parochial schools on the West Side. Each of the preceding articles has dealt with one particular school. This week's piece focuses on a special language speaking program which is being held in three local public schools.

By **BARBARA WAXENBERG**

In New York City's public schools, Spanish speaking and English speaking children work side by side — and frequently their worlds do not touch.

In eight kindergartens in the West Side's school districts 6 and 8, 200 children of varied background are interchangeably using Spanish and English as they act out stories, sing songs, play games, learn to count, and join together in the shared world of fantasy.

Public Schools 87, 145, and 191 have been selected as test sites for a two year language readiness program directed by Dr. Paul E. King and Prof. Mary Finocchiaro of Hunter College and sponsored by a $145,000 grant from the U. S. Department of Health, Education, and Welfare.

The program aims at demonstrating that the integration into the American culture of non-English speaking children and the teaching of a foreign language to the English speaking can occur simultaneously and be made to support and reinforce rather than conflict with each other.

Urgent Need

The large waves of in-migration of a Spanish speaking people have made it imperative to find means of spurring a rapid development of a degree of fluency in English that would make participation in the regular mainstream of school life possible.

This sometimes unmotivated imprinting has too often resulted in a sense of alienation from the native language and culture and a feeling of distance from family members.

At the same time, the English speaking child spends years coping with the learning of a foreign language. Having observed the process through which his non-English speaking peers are urged and required to become completely integrated into his way of life, he feels little need to recognize any other language and culture as equal to his own.

The belief in the primacy of English was recently demonstrated by an eight year old who asked, "But doesn't everyone **think** in English?"

The Three Schools

Public Schools 87, 145 and 191 were selected for the Bilingual Readiness Program because of the bi-ethnic classroom structure in each school. Pre-testing revealed that the native Spanish speakers had skills in English varying from zero to complete fluency. The native English speakers had no knowledge of Spanish.

A single teacher, the completely bilingual, Cuban-born, Mrs. Martha Acosta spends 15 minutes a day in each of the eight kindergarten classrooms. Her keys to the land of bilingual make - believe include a guitar, puppets, illustrations drawn from children's books, pre-recorded tapes, and her youth, verve, and natural and enchanting manner. A child's love of story telling, mimicry, repetition, acting out, pantomime and song are her vehicles.

A children's story forms the framework of the lesson. Stories are always introduced in English but are told in Spanish against the backdrop of enlarged (14 by 18 inch) illustrations.

Language is limited and repetitive and combined with postural and facial gestures. To the English speaking the comprehension of a story told in Spanish represents an intellectual challenge, a mystery to be let in on. For the Spanish speaking the joy of hearing a story told in his native language carries with it the realization of implicit acceptance

Target Language

Mrs. Acosta directs her questions to the children in the target language — English to the Spanish speaking, Spanish to the English speaking — but the child may respond in either language, or as frequently happens, in both.

Bilingual songs and action games are selected to enhance the story theme which changes approximately every two weeks.

Often a song or game is created to highlight the language patterns or vocabulary of the story. Songs are introduced in both languages with a stanza in one language following a verse in the other.

"All we want," states Dr. King whose grant request received immediate government acceptance, "is to have the child retain a natural instinct for the many ways of conveying a thought — to recognize that his own native language is not the center of the world."

Well Received

The result of all this is delight on the part of the children, unequivocal support on the part of the parents and an enthusiastic desire to participate on the part of the regular kindergarten teachers.

Recently, at P.S. 145, the children "wrote" stories describing their feeling about the program. "My mother always used to say 'Mira' to me," stated a five year old whose parents were born in Puerto Rico. "I didn't know what it meant. Now I know. I am learning Spanish in school. When my mother gives me something, now I say 'Gracias'"

Each of the eight classes is equipped with a tape recorder and has been supplied bilingual tapes of the songs and action music of the program. These are used by the kindergarten teachers in follow-up activities of their own.

Two families who were previously considering private schools for first grade placement have decided to keep their children in the public school they are now attending on the strength of this type of enriched program.

Future Advances

Future plans call for the careful use of electronic instrumentation in order to increase the simultaneous aspects of the program. Thought is being given to means of presenting through wireless a bilingual story so that native Spanish apeakers would hear it exclusively in English speakers would hear only the Spanish version.

In the Fall of 1965 the project will move into first grade classes which will be formed from the original eight kindergartens. At the same time, the program will be re-introduced into new kindergartens so that the experiences of the first year can be reviewed and re-evaluated and the program improved and perfected.

It is hoped that when the experimental program terminates in June, 1966, the New York City school system, which is trying to broaden the base of its foreign language program, will assume sponsorship.

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BILINGUAL READINESS IN PRIMARY GRADES

In 1964, the U.S. Office of Education awarded a 2-year grant to a project proposed by Dr. Paul E. King entitled *Bilingual Readiness in Primary Grades.* The project is administered by Hunter College in cooperation with the Board of Education and directed by Dr. Mary Finocchiaro and Dr. Paul E. King. The three schools selected for this project were PS 87, PS 145, and PS 191. Last school year, when only 7 Kindergartens were involved, one Bilingual Specialist teacher taught all the classes; this year, as the program was expanded to include also the first grades, a second teacher was added. The program is now in its second year at PS 87, with Mrs. Carmen Ayerbe as the Bilingual Teacher Specialist. She spends 15 minutes each morning in each of the three Kindergartens—Mrs. Scher, Mrs. Dannenberg, Mrs. Greenberg—and in two first grade classes largely composed of last year's participating children—Mrs. Dryer and Mrs. Gompbrecht. The program is coordinated by Mrs. Eva King.

What is it all about? How does the program differ from other language programs? What is the point and what does it do? These are questions often asked.

The project aims to demonstrate that the presence of two (or more) language and ethnic groups within the confines of one classroom, a fact which had often been thought to conflict, could actually be turned to advantage so that the needs of the English-speaking child to acquire a basic start toward the command of a foreign language and the need of the Spanish speaking child to acquire a good knowledge of English (without giving up their own language skill) can be met simultaneously.

The basic emphasis in the program is not, however, isolated language skills as such but meaningful communication through complete ideas, thoughts, feelings and actions. It it felt that the children participating in this program have come to feel that ideas and feelings can be communicated in a number of ways through any number of languages.

What do the children do, and how do they learn this? The Bilingual Readiness Project had proposed to accomplish this aim mainly through the use of stories, songs and action games. By the end of the year, the children could be intimately familiar with about fifteen stories and with about twice as many songs, and to have a good understanding of the contents of these, both in Spanish and in English. By this time of the year, the children have sung about fifteen bilingual songs and heard and dramatized about six bilingual stories. A great number of action games and even dances are also a coordinated part of the program.

Thus, about every two weeks a well known children's picture book story and its many variations (telling and retelling, role playing, dramatizations, choral repetitions, puppetry, musical adaptations, etc.) forms the central theme of a lesson unit. Special "Giant Book" illustrations—an enlarged 14 x 18 inch format is carefully prepared—provide the basis for bilingual communication and convey the meaning of the story. English is used as an introduction and comprehension check for the story, while Spanish is used for the actual telling of the story itself. This is the most exciting part of the program. To the English-speaking children the all-Spanish presentation seems to be a stimulating intellectual challenge—an exciting puzzle to be solved. The Spanish-speaking children, in turn, listen eagerly, obviously enjoying the rare privilege of story-telling in their own native language. The children are encouraged to participate in either language and/or through bodily responses.

The many bilingual songs are coordinated to relate to the story themes, such as "Walking in the Snow", or "The Wind is Blowing About Me" or "Pretty Leaves Fly All Around Me". All songs are always taught in both languages. Many times a song or a game highlights and supports other readiness skills, as for example numbers readiness through the drumming game or the Indian song.

It is the world of childhood imagination that all children share in common, and music and language go hand in hand. When children of various language and ethnic groups have "walked in the snow" with Pedro on a snowy day or have "run through the leaves" with Juan and Maria in their stories, they have shared and experienced a feeling which should form a basis for formal language acquisition in future years. In the meantime they have also shared together the common bond of childhood joys.

What of the future? While the future of the Bilingual Readiness Project is not yet known beyond the two-year grant, there is now developing a tested methodology and program materials suitable for children from pre-school through primary grades and adaptable to a variety of classroom constellations.

BILINGUAL READINESS PROJECT IN PRIMARY GRADES
19 Grand Avenue
Englewood, New Jersey

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Se Habla Espanol y Ingles In 3 Public Schools Here

By Barbara Waxenberg

Pancho and Ramona have been attending kindergarten in three West Side public schools, to the delight of their fellow classmates, for over two years. But they may come no more.

They and their friend Muffin, a puppy with bandaged eyes who **no puede ver** but can hear, have been participating in a bilingual world of fantasy.

For Pancho and Ramona are puppets--props in a two year demonstration project in methods of introducing a foreign language to the very young while simultaneously teaching English to the Spanish-speaking classmates.

PUPPETS PANCHO AND RAMONA talk Spanish and English with grade school pupil Gabrielle. Mrs. Eva King, coordinator of the bilingual project, manipulates the puppets.

Needs Board Money

Funds for the bilingual (Spanish-English) readiness program, which has received unconditional support from parents and gleeful response from children, will run out in June of this year.

If the program, originally sponsored by a $145,000 grant from the Department of Health, Education and Welfare, is to continue, the New York City Board of Education will have to finance it. At present the Board has made no commitment to the program.

Under the program, a bilingual teacher spends 15 minutes a day in kindergarten and first grade classrooms in PS 87, 145, and 191. Her keys to the land of make believe include puppets, illustrations of well-known children's stories, a guitar, and a manner which encourages freedom of response in English, in Spanish, or even in squeels.

A familiar tale—Little Bear who is cold, the Indian Boy who dreams of owning a horse--forms the framework of the lesson. Stories are always introduced in English but are told in Spanish against the backdrop of enlarged (14 X 18 inch) illustrations.

Language is simple and repetitive and meaningful to all the children.All senses are involved as the children enter into and reenact the story. They feel a rabbit's fur, taste a carrot (unfamiliar to the Puerto Rican child), smell a flower, and listen to the ticking of **el reloj**, or the siren of **el carro de los bomberos.** Children may respond to questions in either English or Spanish, but the questions are usually put to them in the unfamiliar language.

Quick Results

After two years, Dr. Paul King co-director of the project reported, children who originally had no knowledge of Spanish now could comprehend several hundred words.

But the results are far broader. In New York City's public schools, Spanish-speaking and English-speaking children work side by side--and frequently their worlds do not touch.

The Spanish-speaking child is pushed toward rapid assimilation into an English-speaking world, pressure which implies a devaluation of his own culture.

Somewhat arbitrarily, the English-speaking child is exhorted to learn a foreign language. In these kindergartens and first grades, the two processes reinforce each other in a natural give and take.

"David pronounces more clearly and is far more willing to accept his language because of the program," reports a Spanish-speaking mother. "Erika is very aware of the Spanish language when she hears it on the street. I am impressed with the fact that she sings Spanish songs and talks about the progress of a Spanish-speaking boy who is now doing much better because he is learning English," says another.

It is estimated that a budget of $20,000 per year would insure the continuance of the program.

BILINGUAL READINESS PROJECT IN PRIMARY GRADES

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BILINGUAL READINESS PROJECT DESCRIBED

By PAUL and EVA KING

"She can reach them where I can't," observed a veteran kindergarten teacher as she watched the bilingual teacher in action with her own pupils during one of the daily 15-minute lessons. *She can reach them where I can't*: This brief comment not only pinpoints the problem as it exists today in many classrooms containing 2 (or more) large blocks of children with different native language backgrounds; it also sums up the main objectives of a demonstration project entitled *Bilingual Readiness in Primary Grades.*

The project aims to demonstrate that today's 2 major linguistic needs, i.e. the need of the young non-English speaker to gain a good command of English in a monolingual American society, and the need of the young native-English speaker to speak also a FL in a multilingual world society, can be made to actually support and reinforce each other rather than conflict with one another—as they so often do in so many classrooms in the US, with frequent disastrous results in later school years (dropouts and near-illiteracy on one hand, and forfeiting of the bilingual age on the other).

Some of the known factors which have formed the basis for this project include the following:

(1) A child's aptitude for language—both "native" and "foreign"—is greatest during pre-school and primary school years.

(2) A 5-year old child is still relatively free of negative attitudes, cultural and lingual. Environmental experiences mold future attitudes.

(3) Young children can often learn more from their peers than from adults.

(4) A "minority" of 25–50% of native-Spanish speakers whose English language skill varies from zero up to fluency, is no longer just another small group of immigrants ready to be molded into the English-only stream of the American classroom. When numbers reach such proportions in one classroom, they create their own problems of language and attitudes, and inversely affect the attitude of their English-speaking peers toward another culture and language.

Progressing from these basic factors, the objectives of the *Bilingual Readiness Project* were stated as follows: to demonstrate that the reality of 2 large language groups within one classroom can be utilized to develop

(1) bilingual readiness in English as well as in Spanish among both language groups;

(2) positive attitudes and respect for one's own native language and culture as well as the culture and language of other ethnic groups.

A total of 8 kindergartens in New York City's School Districts 6 and 8 were chosen to participate in the program. Here the natural constellation of the classrooms was such that they contained a large Spanish-speaking minority (mostly of Puerto Rican origin), a large English-speaking white middle class minority, and a large English-speaking Negro minority. Each school had its own dominant minority of these 3 groups.

No selections whatsoever were made with regard to intelligence, age, emotional adjustment, socio-economic background, readiness, or aptitude. Altogether, 200 children began to partake in the program this fall of 1964.

From the outset, the 15-minute-per-day limitation required some decision as to program content. Since it was obviously not possible to immerse the entire 2½ hours of the kindergarten into the bilingual atmosphere, it was decided to channel the program's efforts into those areas of the kindergarten activities where language communication—both passive and active—was engaged in by all of the children the most. Story telling and drama, singing and other musical and rhythm activities, and interaction games seemed best suited as a basis for the program. In addition, these kindergarten activities also appeared largely teacher-directed, in contrast to other more individual children-directed activities which seemed not to fit as naturally into a bilingual program limited to a 15-minute time span.

Program preparations started many months prior to the classroom activities with pre-selection and then adaptations of materials. Practical experience soon indicated the need for further continuous revisions and improvements. This dual program planning—long range as well as week-to-week—is anticipated to continue for some time, thus giving the Demonstration Project also experimental and developmental characteristics.

Once it was decided that the kindergarten story and its many variations (telling and retelling, role playing, dramatizations, pantomime, puppetry, musical adaptations, choral repetitions, etc.) would, for the present, form the central bilingual theme of a lesson unit, certain elements were looked for in the selection of the stories:

(1) The story had to be worth telling.

(2) It had to have sound emotional and psychological appeal to children regardless of their ethnic or socio-economic background.

(3 The pictures had to be of high artistic quality yet simple and "telling," since this visual element formed the unifying factor in the children's bilingual experience.

(4) The story had to contain a minimum number of words and a maximum of pattern repetitions for optimal language learning.

It soon became evident that even the best of the American children's story books as well as the newer controlled vocabulary stories had to be simplified and patterned further; that the illustrations had to be enlarged (a 14" x 18" format is used); and that even fine pictures had to be devoid of details which could confuse the specific lingual communication, yet at the same time had to convey the meaning of the story.

At present, both English and Spanish have come to be used in several specific and repetitive ways which the children have learned to expect and look for. English is used as an introduction and conclusion for the story, as an occasional "audience aside" during the story telling, and as a comprehension check by way of questions following the story. Spanish is the lingual vehicle for the actual telling of the story itself.

This procedure establishes a language emphasis which was found desirable for meeting the needs of both language groups as they presented themselves in the fall. At the same time, all programs are designed so that the language emphasis can be interchanged. This built-in flexibility makes it possible to adjust to growth in language development as well as to different classroom constellations.

At present the most exciting part of the program appears to be the original presentation of the story in Spanish during which all the children listen in rapt attention. To the English-speaking children the all-Spanish presentation seems to be an intellectual challenge and an exciting puzzle to be solved. The Spanish-speaking children, in turn, listen eagerly, obviously enjoying the rare privilege of story-telling time in their own native language.

Bilingual songs and action games also are chosen to relate to the story theme, and a song or game is often created specially to highlight language patterns or vocabulary of the story. All songs are always introduced in both languages, i.e. a Spanish verse follows an English verse, or vice versa.

In addition to bilingual stories, songs, and games, the children engage every day in some pattern practice. Here, as in all teacher-pupil dialogue activities of the program, the bilingual teacher attempts to stimulate or cue each child in either target language without exerting any pressure. The children are simply encouraged to participate actively according to their abilities. Sometimes this takes the form of a bodily response, sometimes mimicry in the target languages, sometimes a choral response, and sometimes a creative response in the native or target languages. In this manner it is hoped that the children will come to feel that ideas and feelings can be communicated in a number of ways, through any number of languages.

To date, the program has operated in the classrooms for 2½ months and it has been presented "live" by the bilingual teacher. Future plans call for the careful use of electronic instrumentation in order to increase the simultaneous aspects of the program. It might be possible, for instance, to present a bilingual story so that the native-Spanish speakers would hear it exclusively in English, while, at the same time, the native-English speakers would hear only the Spanish version so that the entire class remains together engaged in the same activity.

The 8 kindergarten teachers, who from the start have shown unusual sensitivity to the objectives of this Project, continue to express their desire to participate more actively in the program and expand it through follow-up activities of their own, beyond the 15-minute per day limitation. Presently, each of the 8 classes is equipped with a tape recorder and the kindergarten teachers have been furnished cartridge tapes containing bilingual recordings of all the songs and action music which the program has used so far. These tapes are used by the kindergarten teachers on different occasions (such as milk recess) for additional listening practice, or during a song activity of their own.

Parents of all ethnic and racial groups, as well as school administrators, are supporting the Bilingual Readiness program with enthusiasm. This seems significant at a time when the New York City school system, like so many others, finds itself in the midst of pressures from various groups. The English-speaking parents have embraced the project as a welcome enrichment program; the Spanish-speaking parents have expressed warm feelings for the program; and often parents of either group have come to visit.

Both teachers and parents have expressed thoughts about the possibilities of expanding the program into more kindergartens, and perhaps down to still younger levels; some look beyond the program's completion in 1966 with a view that it be carried through the entire Primary sequence, and from there provide continuity with FLES programs.

The project itself will move in the fall of 1965 into Grade 1 classes to be formed out of the original 8 kindergartens of the preceding year. Simultaneously, the program will be re-introduced into new kindergartens so that the experiences of the first year can be reviewed and reevaluated, and the program improved and perfected.

THE CHRISTIAN SCIENCE MONITOR

Saturday, June 4, 1966

‘Adios’ language barriers!

By Mary Kelly
Special correspondent of
The Christian Science Monitor

New York

She is a little blond Anglo-Saxon. She is five years old.

“Doy el libro,” she says, extending a book to a Puerto Rican boy.

“Thank you,” he says clearly, smilingly accepting the book she has just said she is giving him.

Bilingual exchange begins early at P.S. 87. The school is at 160 West 78th Street in a Spanish-speaking neighborhood. Here, interaction between kindergarten children is the purpose of a language preparation program started two years ago.

- The project, sponsored by Hunter College and the Board of Education, was launched by a grant from the United States Office of Education. But at present there is some doubt whether funds will be forthcoming for its continuance.

Puppets, picture books and songs do most of the work. The children join in with questions, comments, singing and “acting things out.”

A bilingual teacher, Mrs. Carmen Ayerbe, spends 15 minutes a day in the kindergarten and in each primary classroom at this school.

We watched Mrs. Ayerbe, seated in front of her class with a guitar. With a skill that seemed to spring from joy first, instruction next, she guided her juvenile audience through the delights of a “visit” to the zoo.

First there was the train trip. Choo-choo-choo. Small feet swung into the rhythm. At first they remained seated in a ring, some with hands on knees, all but dancing as they sat. Then they got up, became a train, each with two hands on the shoulders of the child in front.

When they “arrived” at the zoo, they sat once more. In a giant picture book they could all see the animals.

English and Spanish words flew back and forth. A “perro” [dog]? No. A kangaroo.

“Adios guitar,” sang out a little boy in red corduroy pants, as the teacher left for music in another classroom.

Outside were the never-ending street noises.

“These children are overbombarded by noise,” says Mrs. Eva King, coordinator of the program.

“In self-defense they shut out much that they hear and see. They need to be sensitized to what school can offer them. Repetition of basic thoughts in simple language, opportunity to identify with characters in a story help to bring the response we look for.”

In checking with parents, Dr. King found strong support for the program. In addition to learning each other’s language, the Spanish-speaking and English-speaking children are finding that they share the same world.

“The program is giving the Puerto Rican child more confidence and status,” said a teacher. “It gives to both a respect for another culture.”

A favorite success story of this kindergarten is of a little girl who was invited to a party at the home of a Cuban family. Why was she invited? Because she now speaks Spanish.

By John Littlewood, staff photographer

All pictures speak the same language

Mutual respect, as well as a second language, grows from bilingual classes at P.S. 87, New York City. Mrs. Carmen Ayerbe’s pupils are enjoying animal pictures, naming them in Spanish and in English.

BILINGUAL READINESS PROJECT
IN PRIMARY GRADES
19 Grand Avenue
Englewood, New Jersey

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NEW MATERIALS FOR THE TEACHING OF ENGLISH: THE ENGLISH PROGRAM OF THE USOE

Hunter College of the City University of New York

Bilingual Readiness in Primary Grades (King)

The Bilingual Readiness Project aims to demonstrate that the need of the young non-English speaker to gain a good command of English in a monolingual American society and the need of the young native-English speaker to speak a foreign language in a multilingual world society can be made to support and reinforce each other rather than conflict with one another, as they often do in many classrooms in the United States.

The Project is based on the following observations: (1) A child's language aptitude is greatest during pre-school and primary school years; (2) A five-year-old child is still relatively free of negative attitudes, cultural and lingual; (3) Young children can often learn more from their peers than from adults; (4) A "minority" of 25–50% of native-Spanish speakers whose English language skill varies from zero to near fluency is no longer just another group of immigrants ready to be molded into the English-only stream of the American classroom. Such proportions create their own problems of language and attitudes, and inversely affect the attitude of the English-speaking peers toward another culture and language.

The Bilingual Readiness Project, under the direction of Paul and Eva King, is working to demonstrate that two language groups within one classroom can be utilized to develop (1) bilingual readiness in English as well as in Spanish among both language groups; (2) positive attitudes and respect for one's own native language and culture as well as the language and culture of other ethnic groups.

Three public schools in New York City's School District 5 provided a total of eight kindergartens during the project's first year, and a total of six kindergartens and four grade one classes during the second year for participation in the program.

Each classroom contained a large Spanish-speaking minority, a large English-speaking, white, middle-class minority, and a large English-speaking Negro minority. No selections were made with regard to intelligence, age, emotional adjustment, socio-economic background, readiness, or aptitude. The program was carried out by a bilingual teacher specialist on a fifteen-minute-per-day basis.

Because the time limitation required some decision as to program content, it was decided to concentrate on those areas of early childhood activities where language communication, both passive and active, was most engaged in by all of the children: story telling and dramatization, singing and other musical and rhythm activities, and interaction games. Program preparations started months before the classroom activities with selection and adaptation of materials. Experience indicated the need for continuous revisions and improvements. The long-range as well as week-to-week program planning gave the Demonstration Project experimental and developmental characteristics.

Once it was decided that the children's picture-story and its many variations (telling and retelling, role playing, dramatizations, pantomime, puppetry, musical adaptations, choral responses, etc.) would, for the present, form the central bilingual theme of a lesson unit, certain elements were looked for in the selection of the stories: (1) the story had to be worth telling; (2) it had to have sound emotional and psychological appeal to children regardless of their ethnic or socio-economic background; (3) the pictures had to be of high artistic quality yet simple and "telling," since this visual element formed the unifying factor in the children's bilingual experience; and (4) the story had to contain a minimum number of words and a maximum number of pattern repetitions for optimal language learning.

Even the best of American children's storybooks as well as the newer, controlled vocabulary stories had to be simplified and patterned further; illustrations had to be enlarged (a 14″×18″ format is used); and even fine pictures had to be devoid of details which could confuse the specific lingual communications, yet had to convey the meaning of the story.

Either target language has come to be used in several specific and repetitive ways which the children have learned to expect. All programs are so designed that the language emphasis can be interchanged to meet best the classroom needs of both language groups. Spanish, for instance, might be used as an introduction and conclusion for the story, as an occasional "audience aside" during the story telling, and as a comprehension check by way of questions following the story. English, in turn, would be the lingual vehicle for the actual telling of the story. This built-in flexibility also makes it possible to adjust to growth in language development.

The most exciting part of the program appears to be the original presentation of stories. To the English-speaking children an all-Spanish presentation, for instance, seems to be an intellectual challenge and an exciting puzzle to be solved. The Spanish-speaking children, in turn, listen eagerly, obviously enjoying a story told in their native language. These positive feelings form the basis for motivation to communicate in either language.

Bilingual songs and action games also are chosen to relate to the story theme, and a song or game is frequently created specially to highlight language patterns or vocabulary of the story. In addition to bilingual stories, songs, and games, the children engage every day in some pattern practice. Here, as in all teacher-pupil dialogue activities of the program, the bilingual teacher attempts to stimulate or cue each child in either target language without exerting any pressure. The children are encouraged to participate actively according to their abilities. Sometimes this participation takes the form of a bodily response, sometimes mimicry in the target languages, sometimes a choral response, and sometimes a creative response in the native or target languages. In this manner the children come to feel that ideas and feelings can be communicated in a number of ways, through any number of languages. The simultaneous aspects of the program can be increased through properly applied electronic instrumentation. It is possible, for instance, to present a bilingual story so that the native-Spanish speakers hear it exclusively in English, while, at the same time, the native-English speakers hear only the Spanish version; yet the entire class remains together engaged in the same activity.

All kindergarten and grade one teachers participated actively in the program and expressed a desire to expand it through follow-up activities of their own, beyond the fifteen-minute-per-day limitation. Tape recorders, headphones, and cartridge tapes containing recordings of all the songs and action music of the program were set up in some classrooms and used by regular classroom teachers. Parents of all ethnic and racial groups, as well as school administrators, supported the program with enthusiasm. This seems significant at a time when the New York City school system, like so many others, finds itself in the midst of pressures from various groups. The English-speaking parents, both White and Negro, have embraced the project as a welcome enrichment program; the Spanish-speaking parents have expressed warm feelings for the program. One of the major areas for further study is the need for FL teacher training in early childhood education. Preliminary investigation has shown that practically no institutions or certification boards provide for a combination of early childhood and language training, not even for FLES teachers; yet the similarities between the principles guiding early childhood development and the principles guiding language learning are quite clear. A pre-FLES training program will have to become a reality if language instruction is to take full advantage of the inherent FL readiness in the early years.

AUDIOVISUAL INSTRUCTION

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MULTISENSORY TEACHING TOOLS AND THE VERY YOUNG LANGUAGE LEARNER

PAUL E. KING

This article is based in part on a paper given by the author before the National Education Association's Annual D. A. V. I. Convention (1966).

MULTISENSORY TEACHING TOOLS AND THE VERY YOUNG LANGUAGE LEARNER

PAUL E. KING

There are 25 children in this kindergarten class. About one third of them speak Spanish; among them there are some who do not understand English at all, while others comprehend it to some degree. The other two thirds of the class speak English; some speak the English of the disadvantaged Negro, some the English of the middle-class white.

This is the natural setting of a typical kindergarten class duplicated daily, hundreds of times, in many metropolitan and suburban areas of the country. Here two major needs of American education clash head on: the young non-English (immigrant) child is expected to gain a good command of English for a monolingual American society with utmost speed lest he fall behind in all areas of his education; while at the same time, the young native English speaker needs to acquaint himself with a "foreign" language for a rapidly shrinking, multilingual world society. These dual needs conflict and often breed negative attitudes ranging from resentment of the "one-way-only" approach to English (by native Spanish speakers) to an attitude of "why should we learn a foreign language if our Spanish peers are told to learn English?" (on the part of the native English-speaking children). The frequently disastrous results of this conflict, as they appear in later school years, are well known: negative attitudes, dropouts, and near literacy on the one hand, and forfeiting of the bilingual age on the other.

In 1964 the Bureau of Research of the U.S. Office of Education sponsored a two and one-half year demonstration project titled Bilingual Readiness in Primary Grades (1964-1966). The project aimed to demonstrate that these two major linguistic needs of American education need not necessarily conflict, but could be made to actually support and reinforce each other. Specifically, a method was to be developed and tried which would provide an exposure to a foreign language for the English-speaking children while, at the same time and in the same classroom, strengthening the invaluable reservoir of the native Spanish speakers so that their pride in their native language would become a foundation from which they could step freely into the all-English-speaking American society.

Several known factors supported the contention that these goals could be met simultaneously:

1. A child's language aptitude is greatest during preschool and primary school years.
2. Young children often learn more from their peers than from adults.
3. The five-year-old child is still relatively free from negative attitudes, cultural and lingual. Environmental experiences mold future attitudes.

Four hundred and fifty children in 18 New York City kindergarten and first-grade classes took part in this project. The 15-minute daily program of the project was guided by a bilingual teacher who used both English and Spanish freely. She encouraged the children to respond in their respective target languages, yet permitted them to use either language as a means of ex-

BELOW: Two-channel bilingual tapes let children participate in the same activity together. Good oral communication leads directly to reading readiness.

pressing themselves. Development of lingual freedom and lingual fluency through a bilingual approach was the prime objective.

Two considerations determined necessary methods for the project:

1. Being a language readiness program, it had to be an oral, that is, an audiolingual activity. It had to follow sound linguistic principles.

2. Being a kindergarten program, it also had to be a motivated activity. All language communication had to be meaningful in terms of the children themselves and in keeping with early childhood development. The audiovisual tools which were used extensively also had to be equally meaningful in those terms.

But what is meaningful and "real" for all five- and six-year-old children irrespective of their racial, ethnic, or socioeconomic backgrounds? Children's stories with literary merit provided the answer. In the world of fantasy, all children could enter and "live" the experiences of their friends. For example, when Little Bear told his mother that he was cold, or when Indian Two Feet wanted a horse but could not find one, the children, no matter from what kinds of homes they came, would feel that the events were truly "real."

Once it was decided that the children's picture story and its many variations (telling and retelling, role playing, dramatizations, pantomime, puppetry, musical adaptations, choral responses, etc.) would form the central bilingual theme of a lesson unit, it then became practical to work with a simplified language and with simplified multisensory media. This simplification of oral and visual communication had to be developed not only without sacrificing the essence or the meaning of the story or activity, but actually as an intentional method of highlighting and pinpointing the educational goals.

Taste affords comprehension of new cultural activities.

Though the program depended on oral communication in a class of five- and six-year-olds, it was so designed and programed that even during the unexpected give-and-take of a dialogue situation one could reasonably expect that a certain stimulus would elicit a certain response, or a certain limited range of responses. Multisensory tools were used to elicit these predictable actions or reactions.

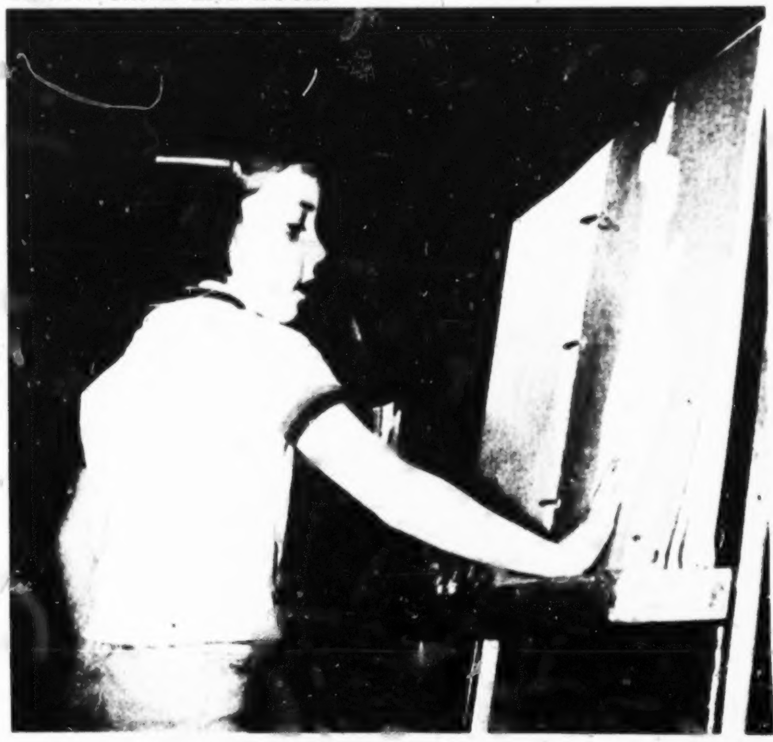
The theme of every teaching unit became inseparable from the audiovisual tool applied. It stimulated the application of the tool, and the tool in turn became a key factor in the further development of the theme. Thus it was possible to let the children experience the theme in many different ways and through many senses.

Giant Book illustrations (14″ x 18″) served as points of departure for every bilingual theme. In sharp contrast to the common practice of using an audiovisual device such as a chart or a film as a vehicle for "one-way-only" communication (from the teacher or the tool to the pupils, with the children being the passive recipients of this information), the project's tools were always used as active learning units. There was continued interaction between the children and the tool. For example, after the children read, "Paul and Judy can touch the bunny," they then turned the page and touched real bunny fur. In the same way, after reading, "Judy can look into the mirror," the children again turned the page and looked into a real mirror.

In turn, the book's fantasy characters "stepped out" of the pages of the books into real life to play and talk with the children, jump with them, walk with them through the snow, play hide and seek, or visit the animals in the zoo. Songs especially created to reinforce the reality of the story theme were taped and, along with puppets, toys, felt boards, and other materials, became the "realia" of the activity.

A new role for the visual tool in language learning soon became obvious. The picture, in its many forms, today takes a very modest back seat in the new audiolingual approaches to language instruction in a FLES (Foreign Language for Elementary School) or more adult program. In the primary grade demonstration project, however, the Giant illustrations became the focal point for conveying all comprehension of un-

Giant tactile illustrations permit interaction between child and book.



known speech patterns to the very young language learners. Whenever a new theme was to be presented, the simple but artistic Giant Book illustrations helped to impart understanding of the linguistic meaning as well as the literary quality of the theme. Once basic comprehension had been established, the same visuals became the stimuli to which the children responded with repetitive language patterns. This was possible because the visuals had taken on a life of their own, and the children were able to interact with them in the "real" world of fantasy.

Often, audio was used to add meaning to spoken language communication. Whenever practical, actual live sounds were employed to emphasize and reinforce the basic audio of the spoken word. If, for example, the children were to learn that "the little dog could not see but could hear," then the taped whistles of a bird and the taped ticking of a clock supported the little dog's and the children's experiences of hearing the world about them and their understanding of the meaning of the words.

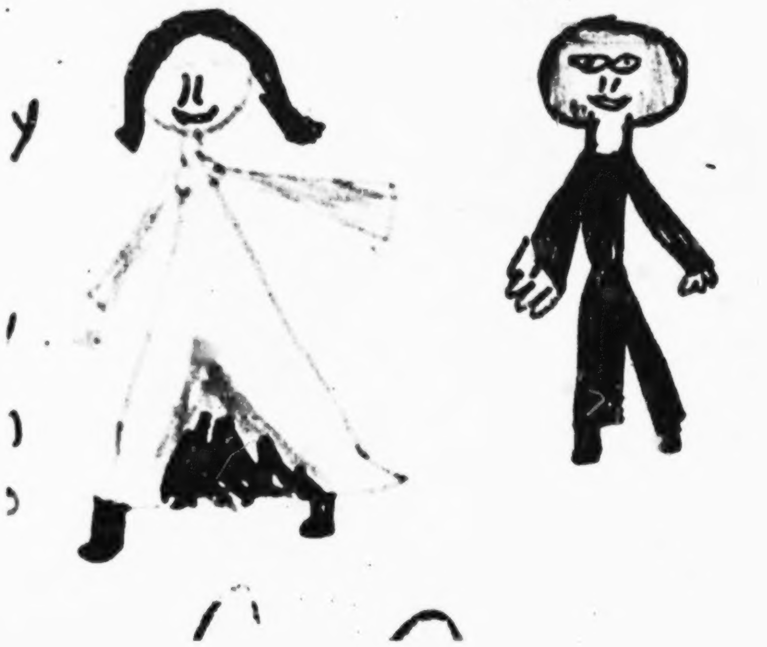
Throughout the program, focus on the other senses—in addition to those of sight and sound—was directed at giving meaning to an unknown language and culture. This proved particularly important as an alternate avenue for reaching an individual child with whom the audiovisual approach alone seemed to have failed. Touch, for instance, provided comprehension for concepts such as "scratchy" (a piece of sandpaper was used to experience "Daddy's scratchy face"); and not infrequently, the children began to grasp a new concept simultaneously in their own language as well as in the foreign target language—both for the first time.

The smell of a real flower or the perfumed smell of a Giant Book's flower illustration also gave meaning to the unknown, especially for the nonlingual child. Even taste became a sensory stimulus for providing comprehension of cultural activities which some of the children had never known from their own culture. It was interesting to note that these alternate avenues to learning—touch, smell, and taste—often stimulated unusual creativity from children who, by established normal classroom standards, were doing rather poorly in their lingual abilities, both in Spanish and in English.

The many more conventional uses of audiovisual tools as teacher supports also gave rise to some new activities. Through the medium of a prerecorded action story, for example, the teacher as well as the children could create the illustrations for a story while it was being presented. Also in the experimental vein, a system of two-channel tapes exposed the two language groups exclusively, and yet simultaneously, to their respective target language. Since both channels on the tape were completely synchronized, the children, through headphones, participated together in the same program at the same time, with the native Spanish speakers participating in the all-English program while the native English speakers were taking part in the all-Spanish program. Headphones and listening corners were also used extensively, especially as an addition to the regular 15-minute bilingual program. The kindergarten teachers put the listening corners to good use, and the children did not tire of repeated exposures to the bilingual stories, songs, games, and other audio-lingual presentations.

While many of the applications of multisensory tools mentioned are not new, it is certain that their central role in the literary curriculum and their integration with the complete program made intensive, active reinforcement possible, and thus contributed materially to the success of the demonstration project. There was continued interaction not only between children and children, or between children and teacher, but equally between children and the educational tools. Just as the literary story theme was real and common to all three ethnic and racial groups which made up the classes, so were the audiovisual tools and the children's involvement in them a daily reality. At no time was language taught as an end in itself; rather, it took its natural place as a means to an end—as a way of expressing thoughts, ideas, and emotions.

Children relate their feelings about the bilingual program with visual creations of their own.



Smell is an alternate avenue of learning and supports the audiovisual approach.